

CAUT

Canadian Association of University Teachers

Bulletin

ACPU L'Association canadienne des professeurs d'université

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"Extend present fiscal arrangements..."

Greater consultation on higher education matters urged between the provinces and Ottawa

by I. Cinman

As the current two-year extension of the Fiscal Transfer Arrangements Act (by which Ottawa pays out up to \$1.5 billion this academic year in operating grants to the provinces for higher education) winds down towards expiry in March 1977, the Canadian Association of University Teachers has launched an information and lobbying campaign to alert provincial governments and federal bodies to the far-reaching ramifications changes in the Act relating to higher education may have for the university community.

The CAUT has issued a position paper on university financing in Canada, entitled "The Supplementary Submission on the Financing of Post-Secondary Education", which received strong support from member associations, including those in Quebec, as the Canadian academic community's reply to the federal government's proposals.

The CAUT brief will serve as the basis for future meetings between local faculty associations across the country to discuss with their respective Premiers, Finance and Education ministers matters relating to funding of universities and research.

High Federal Profile

The CAUT brief addresses itself to federal proposals put forward last June by Prime Minister Pierre Trudeau at a First Ministers' conference, when Mr. Trudeau told provincial representatives that Ottawa would like to replace the current system by which the federal government matches provincial spending on higher education on a dollar for dollar basis with a system through which the federal government would transfer certain taxing powers to the provinces in conjunction with per capita cash

grants escalating at the same rate as the GNP.

The Ottawa proposals also mentioned the establishment of a permanent forum of federal and provincial cabinet ministers to meet regularly for discussion of "common objectives" for higher education, including better guarantees for access to higher education, improved programs to promote bilingualism, and more emphasis on Canadian studies courses. This forum would extend or replace the present Council of Ministers of Education.

The CAUT brief addresses itself to the Ottawa position, and welcomes the federal government's intention to maintain a high profile in the area of post-secondary education. It urges the extension of the present fiscal arrangements in order to permit a joint federal-provincial investigation into post-secondary education in Canada.

In the event that an extension of the present arrangements is not possible, the CAUT and its member associations support the proposals for new funding arrangements which aim to ensure that the "have not" provinces benefit equally with the "have" provinces.

The brief urges the implementation of a formula maximizing cash payments to the provinces with a minimum transfer of increased taxation responsibilities, and suggests that any new funding mechanisms minimize the effect of the removal of the present revenue guarantees. The brief supports the federal government's proposals to increase its cash contribution to the shared-cost programs in proportion to the increases in the GNP.

Origin of Revenues

In dollar terms, Ottawa's offer to the provinces was spelled out last summer, when Minister of Finance, Donald Macdonald, offered

three alternatives to the current program.

Under the first option, the federal government would contribute two-thirds cash, the other one-third would be arrived at through transferring 7.5 per centage points of personal income tax and one point of federal corporation income tax. The second alternative would be half of the contribution in cash, the other half made up of 7.5 per centage points of personal income tax, one point of corporation income tax and the yield of all federal excise taxes on alcohol. The third method would involve half cash contribution, the other half as 8 points of personal income tax, one point corporation income tax and half the yield of the federal excise taxes on both alcohol and tobacco.

A fourth option, which the government offered only by way of comparison, would have involved a direct cash grant of \$5.2 billion in 1977, with billion by 1986-87.

Ontario responded with a counter proposal which it termed a "clean opting out", by which the federal government would pull out entirely from financing post-secondary education, medicare and hospital insurance and transfer to the provinces 20 per cent of all personal income tax collected by Ottawa. The federal government would supplement the tax points in eight provinces to make the yield the same as in Ontario and British Columbia.

Support for the Ontario proposal came from Quebec, Alberta, Manitoba and British Columbia, but it was opposed by Saskatchewan and the Atlantic provinces, whose ministers felt that this was just one more formula by which the poorer provinces would suffer.

OECD Report

Similar trends were detected at a

meeting of the Council of Ministers of Education held in Halifax in September, when provincial education ministers met privately with the federal Secretary of State, John Roberts and his predecessor, Hugh Faulkner.

Part of the discussion centered on a recently-released report by the Paris-based Organization for Economic Cooperation and Development. The Report, prepared by five Western education experts, hints that there is no coordinated educational policy at the higher federal decision making level. It says that "this empty space is invaded by federal agencies responsible for neighbouring policy areas: manpower policy, general economic policy, regional development policy, social policy, foreign policy and so forth."

Typically, such agencies tend to view education as an instrument for "their particular missions and not as a field for policy in its own right."

The OECD report went on to describe how federal provincial talks go on bilaterally and piecemeal, making it difficult to sort out what is a "highly fractionated" education structure. It stressed the need for a national education policy.

Lack of Coordination

The situation described by the OECD report was illustrated at the Halifax meeting. While tacitly acknowledging the need for federal presence in some aspects of post-secondary education, the Council of Ministers steadfastly refused to grant the federal government an official seat on that body. It did, however, suggest that in the future, certain matters touching on education, such as student aid and the immigration of foreign academics, will be discussed with provincial approval. The council, after much criticism from various organizations for its inaccessibility, has agreed to make itself more open in the future to various interest groups. At the present time there exists no mechanism for exchange of views between the council and interest groups, but the council has taken tentative steps to accept written submission from various non-governmental organizations on

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St. Thomas Faculty Closer to Certification

After nearly a two-year delay, the Industrial Relations Board of New Brunswick has certified the Faculty Association of the University of St. Thomas (FAUST) pending a vote of faculty members in the defined bargaining unit.

The unit defined by the Board includes department heads and clergy engaged in teaching or research. The exclusion of both categories had been sought by the university. The vote is likely to take place in the latter part of this month.

During the proceedings the university contended that the powers vested in the Board of Governors by the St. Thomas University Act exempted the university from the terms of labour relations legislation.

However, the Supreme Court of New Brunswick ruled that the labour relations legislation was applicable to the university.

While the ruling was before the Board, St. Thomas faculty found themselves with their salaries frozen at the 1975-76 level.

Lettres Letters

Hold the front page...

The Editor,

It goes without saying that I do not normally see the Bulletin but I did see the issue of March 1976. This led me to the somewhat desultory correspondence begun in the October 1975 issue on the subject of communicating with the public. Most universities officially recognize a need for public communications and employ people usually called Information Officers but who would often be better described as Press Officers. We do achieve a certain amount of communication largely at the local level. This exercise is not so easy for such national groups as CAUT and AUCC. Their rarer impact is usually the result of a major effort such as the recent AUCC report on Canadian studies.

This is not altogether surprising given the provincial structures both in education and in communications.

Universities and their teachers cannot really be told apart in this context and the latter could well give more thought to the part they can play in creating a well-informed public. But I should warn them that communicating with a public on the wing is quite a different matter from the captive audience which a professor usually enjoys. An

American colleague wrote, a few years ago, "For the most part education has to compete with wars, rapes, fires, plane crashes, political feuds and sports matches. It has to be boffo. At least that's what most newspapermen and T.V. broadcasters believe". And, a little earlier, A. J. Liebling wrote "Freedom of the press is guaranteed only to those who own one". Things aren't that much different in Canada 1976.

Andrew Allen
Director, Information
Office, McGill University

The Canadian Association of University Teachers
announces

The J. H. Stewart Reid Memorial Fellowship for 1977-78

The J. H. Stewart Reid Memorial Fellowships have been established through voluntary contributions to honour the memory of the first Executive Secretary of the Association.

VALUE OF AWARD:

One fellowship in the amount of \$3,000

WHERE TENABLE:

In the graduate program at any Canadian university.

FIELD OF STUDY:

Unrestricted.

DURATION:

The award is for one year. A successful candidate may reapply in the competition in the following year.

QUALIFICATIONS:

(a) Canadian citizenship or residence in Canada with landed immigrant status from 1 February 1976 or earlier.

(b) Graduate student standing, or admission to a Canadian graduate program by time of award.

CLOSING DATE FOR APPLICATIONS: 1 February, 1977

ANNOUNCEMENT OF AWARD:

15 April 1977

FOR FURTHER INFORMATION AND APPLICATION FORMS, WRITE TO:

Awards Officer
Canadian Association of University Teachers
66 Lisgar Street
Ottawa, Ontario
K2P 0C1

Communication de l'Association canadienne
des professeurs d'université

Bourse 1977-78 du Fonds de bourses J. H. Stewart Reid

Le Fonds de bourses à la mémoire de J. H. Stewart Reid est constitué de dons volontaires consentis par des personnes et des organismes en témoignage de gratitude à l'égard du premier secrétaire général de l'Association.

VALEUR:

Une bourse d'étude de \$3,000

ENDROIT:

une université canadienne qui offre les études au niveau du 2^e cycle ou du 3^e cycle

DOMAINE D'ÉTUDES:

tous les domaines

DURÉE:

un an; le candidat peut toutefois poser sa candidature au concours de l'année suivante

QUALIFICATIONS:

(a) citoyenneté canadienne ou résidence au Canada à titre d'immigrant reçu en date du 1^{er} février 1976 ou plus tôt;

(b) inscription à un programme d'études supérieures dans une université canadienne ou admissibilité aux études supérieures en 1977-78.

DATE LIMITE:

1^{er} février 1976

ANNONCE DES RÉSULTATS:

15 avril 1976

POUR DE PLUS AMPLES RENSEIGNEMENTS OU POUR OBTENIR LES FORMULAIRES DE CANDIDATURE, VEUILLEZ ÉCRIRE À LA

Préposée, service des bourses

Association canadienne des professeurs d'université
66, rue Lisgar
Ottawa, Ontario
K2P 0C1

Amnesty International



Set them free

by Jean Sonnenfeld

Reports from Latin America have raised serious questions about the possible involvement and secret collaboration of Argentine and Uruguayan security forces in the arrest, disappearance and deaths of Uruguayan exiles living in Argentina.

Information reaching Amnesty International recently from various sources indicates that up to ten Uruguayans may have fallen victim to such illegal practices during April and May 1976 alone. Telba Juarez was a teacher who had escaped from a Uruguayan prison and fled to Argentina in 1973. In April 1976 she was abducted by an armed group in Buenos Aires. Her bullet-riddled body was found in an industrial neighbourhood of Buenos Aires a few days later. Eduardo Chiazola, a student who was abducted with Senora Juarez, is still missing. The disappearances have continued since then. From time to time bodies are washed up on the shore of the River Plate that divides the two countries. Relatives of Uruguayan exiles in Argentina claim that they can identify some of them as individuals who have disappeared.

Of equal concern are the imprisoned exiles who are still alive. Enrique Erro was born in Uruguay in 1902. He studied Law at university, and has worked as a teacher of philosophy and as a professional journalist. In 1950 he entered politics, and moved up from Deputy for the National Party to Minister of Industry and Works in 1959. He left the National Party in 1962 in opposition to its conservative policies, and joined with the socialist party in the creation of the popular front "Union Popular". From 1972 onwards he became one of the most active and courageous defenders of human rights in Uruguay, denouncing torture and the repression of the Uruguayan people. In May 1973 he became the centre of a conflict between parliament and the executive power, which ended with parliament being dissolved and Enrique Erro becoming a political exile in Argentina.

Argentinian security agents arrested Enrique Erro in his hotel in Buenos Aires on March 7, 1975. His wife was told that he was being held "for reasons of security". Enrique Erro is now in Rawson Prison, which is notorious for having the harshest prison conditions throughout the whole of Argentina. He is suffering from hepatitis. Despite his illness and his advanced age he, along with the other prisoners, does not receive proper medical attention, and must subsist on an inadequate diet that lacks the nutrients necessary for the treatment of hepatitis. It is feared that if Enrique Erro is not released from prison soon, he may die. He possesses a visa for France, but has not yet been allowed to use it.

For the sake of the many thousands of exiles from different Latin American countries who have found refuge in Argentina over the past years, Amnesty International is asking that an internationally concerted effort be made to have the circumstances and responsibility for the abductions and assassinations clarified. In addition, they are asking people to appeal for the release of Enrique Erro and other exiles who are barely clinging to life while being detained as political prisoners. You could help by writing a courteously worded letter of inquiry to President Jorge Videla, Buenos Aires, Argentina. For further information write Amnesty International, Canadian Section, 2101 Algonquin Avenue, Ottawa, Ontario, K2A 1T1.

Sakharov seeks help for Dr. Kovalyov

In a letter to Dr. Jeremy Stone of the Federation of American Scientists, Andrei Sakharov describes the terrible situation of arrested Moscow AI Group member Dr. Sergei Kovalyov. In concluding his letter he appeals for public support.

We are very worried about the future fate of Dr. Kovalyov. As you know, he can expect at least five more years of imprisonment plus three years of exile. The state of Dr. Kovalyov's health and the attitude of the prison administration toward him further strengthens our anxiety.

The following steps appear to us to be expedient: periodic inquiries about the situation and condition of Dr. Kovalyov's health addressed to the administration of the prison and to the Central Management of the prison; appeals to the Medical Administration Board of the Soviet Ministry of Internal Affairs and to the Minister of Internal Affairs, Shchelokov. Here it should also be considered that transfer of Dr. Kovalyov to the Leningrad Prison Hospital will not resolve the problem fully: seven days after the operation they can send him back to the prison by common transport. This means that in two weeks he will find himself in conditions painful for a healthy man and unbearable for a sick one. Therefore, the treatment can give favorable results only if Dr. Kovalyov is not sent back to prison until after his full recovery.

It may also not be senseless to ask the Soviet authorities to admit an American specialist in the area of proctology for the treatment of Dr. Kovalyov. Of course, they will never agree to it. However, such a request may resolve the question about his transfer to the Leningrad Hospital.

Naturally, any other declarations by a Canadian scientific society in defense of Dr. Kovalyov may have a positive result. The intervention of Canadian External Affairs might exert a substantive influence on Kovalyov's fate. However, we don't know what possibilities and experience FAS has in the area of contacts with government establishments.

Also very important is the moral support which Dr. Kovalyov's Canadian
Amnesty... Cont'd on p. 4

the CAUT BULLETIN

is your
journal

Over the years the CAUT Bulletin has consistently been a journal of record, a source for items of general interest to academics and a medium for publicizing current news items. At the same time, changing situations have altered the method of distribution of the Bulletin, its format and to some degree its content. In order to assist the ongoing examination of all aspects of the Bulletin, readers are requested to fill out the following questionnaire.

1. The CAUT currently provides a service to the readers by publishing notices of positions vacant. Should this aspect be expanded to include personal ads?

Yes
No

2. Three of the six annual publications of the Bulletin are devoted to specific themes. Should this number be decreased
remain constant

3. What themes would you like to see in future issues of the Bulletin?

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.....
.....

4. If it were financially feasible to make alterations in the distribution system of the Bulletin, would you prefer to have it delivered to your home address?

Yes
No

5. Recent issues of the Bulletin have carried news columns surveying regional events. Would you like to see these columns continued
expanded
decreased

6. Should the Bulletin carry more articles expressing opinion? If yes, would you be prepared to write such an article and on what subject?

No
Yes.....
.....
.....

7. What subjects if any, do you feel have not been adequately dealt with by the Bulletin?

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8. Are there additional comments about CAUT publications you would like to make?

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.....
.....

Please fill out the above questionnaire and this form and return both to: Publications Office, The Canadian Association of University Teachers, 66 Lisgar Street, Ottawa, Ontario, Canada K2POC1.

NAME
DEPARTMENT
FACULTY ASSOCIATION
UNIVERSITY

Nouvelles du Québec

La situation à l'université Laval

Depuis 10 mois, le SPUL négocie les conditions de travail des professeurs de l'Université Laval avec l'administration de l'Université; accrédité depuis le 30 janvier 1975, le SPUL tente d'obtenir une première convention collective.

Devant le refus systématique de l'administration sur les deux points majeurs des requêtes syndicales suivantes:

1. Protection de la liberté universitaire individuelle, droit de grief sur les décisions relatives à la carrière du professeur; - collective, affirmation de la compétence de l'assemblée départementale pour établir des règles précises sur les décisions concernant la carrière;

2. Implantation d'une structure salariale, les professeurs ont décidé, au scrutin secret, lors de l'assemblée générale du 23 août, de voter la grève. Suite à ce vote, des négociations dites "intensives" se sont poursuivies et l'administration de l'Université a déposé une nouvelle offre le 3 septembre.

Dans ce dépôt, l'Université maintient fondamentalement ses positions initiales en refusant catégoriquement l'assemblée départementale et le droit au grief sur les décisions dans la carrière du professeur. Par contre, l'administration présente un embryon de structure salariale et elle offre une augmentation salariale de 33.27%.

Dans la soirée du 6 septembre, au scrutin secret, les professeurs ont rejeté à 83% cette dernière offre patronale, ce rejet de la proposition patronale amenait le Conseil syndical, dûment mandaté pour ce par l'assemblée générale, à utiliser la grève légale à compter du 7 septembre, grève qui se déroule présentement dans la dignité, la légalité et l'efficacité pour défendre la liberté universitaire tant collective qu'individuelle et l'implantation d'une structure salariale.

Dans cet affrontement, le SPUL a reçu l'appui des syndicats et associations membres de la FAPUQ:

Syndicat Général des Professeurs de l'Université de Montréal (S.G.P.U.M.)

Syndicat des Professeurs de l'Université de Sherbrooke (SPUS)

Association des Ingénieurs-Professeurs des Sciences Appliquées de l'Université de Sherbrooke (AIPSA)

Association des Professeurs de l'École Polytechnique (APEP)

Association des Professeurs de l'Institut Armand Frappier (I.A.F.)

Association des Professeurs de l'Université McGill (M.A.U.T)

Association des Professeurs de l'Université Concordia (CUFA)

Association des Professeurs de l'Université Bishop's (APBU)

De plus suite aux démarches du président de la FAPUQ, Monsieur Bernard Chabut, l'Association Canadienne des Professeurs d'Université (ACPU) a fait parvenir au SPUL sa déclaration de solidarité.

Amnesty... from p. 3

colleagues, specialists in the area of cell communication and cellular physiology, could render by sending to his address articles and private communications about their investigations.

In conclusion, we wish to direct your attention to the fact the problem of transferring Dr. Kovalyov to the Leningrad Prison Hospital seems to us to be the problem of paramount importance. Dr. Kovalyov's wife also holds to this opinion. She fears for her husband's life and has no hope of obtaining his transfer to Leningrad from Soviet authorities.

Dr. Kovalyov has been our close friend for many years. We are really counting on your help.

Uganda Army Raids 'Killed Students'

AI urged President Idi Amin of Uganda on 18 August to set up an inquiry into reported shootings of more than 100 students during army raids on Makerere University, Kampala during early August.

The university has several times this year expressed opposition to the government of President Amin and demanded inquiries into deaths and disappearances among its members.

When the new academic year started in July student leaders addressed meetings and issued pamphlets describing President Amin as a murderer who had destroyed Uganda's economy. Attempts were made to arrange demonstrations but this is illegal in Uganda and troops appeared on the campus. Finally on 3 August 2,000 students gathered at Makerere to read a list of grievances. The army reportedly undertook a series of brutal raids which lasted for three days and in which many students died or were injured.

From Amnesty International Bulletin, September 1976.

Amnesty International news items of particular interest to academics appear regularly in the CAUT Bulletin. The space is being made available to Amnesty International by the CAUT as an indication of the support the CAUT extends to AI and its aims. Support of particular cases is a matter of individual conscience on the part of CAUT members.

Du projet à négocier au projet négocié

Les principales modifications par rapport au projet initial portent sur les points suivants: addition de clauses sur les congés et les avantages sociaux, nouvelles demandes salariales et cagnotte pour les problèmes de marchés spécifiques, aménagements dans le plan de carrière du professeur.

Congés et avantages sociaux

Elaboré dans la perspective d'une convention d'un an rapidement négociée, notre projet initial ne comportait sur ces points qu'une clause de statu quo et de protection des droits acquis. L'extension de la période couverte par la convention et la dynamique de la table nous ont amenés à faire des propositions plus élaborées. D'où les articles 18 à 23.

Mode d'établissement de nos échelles salariales

Le point de départ est la grille indiciaire déposée le 6 novembre 1975, caractérisée par un rapport de 2.09 à 1.00 entre le salaire le plus élevé (échelon 65 de la catégorie IV) et le plus bas (échelon 25 de la catégorie 1).

D'après les données que nous possédons sur le corps professoral au 31 mai 1975, nous avons calculé le salaire moyen des titulaires de 65 ans, qui s'établissait alors à \$26,279. Nous y intégrons le montant forfaitaire de 17.13% versé pour 1974-1975 ce qui donne, pour cette catégorie de professeurs, un salaire réel versé de \$30,781. au 31 mai 1975.

Nous greffons alors notre grille indiciaire sur ce point, en donnant cette valeur à l'indice 2.09. Une fois connue la valeur de l'indice 2.09, nous obtenons automatiquement toutes les valeurs des échelles salariales. L'indice 1.00 correspond alors à \$14,728. C'est là le salaire qui aurait été payé à l'échelon 25 de la catégorie 1 en 1974-1975, si notre grille indiciaire avait été utilisée. Le salaire moyen réellement versé à cet échelon au 31 mai était de \$13,470.

L'indice moyen pour 1974-1975 est de 1,5297. Il s'ensuit que si notre grille indiciaire avait été utilisée en 1974-1975, le salaire moyen aurait été de \$22,529. (\$14,728. X 1.5297). Or, le salaire moyen réellement versé pour cette période a été de \$21,441. La différence, \$1,088., représente un écart de 5.07%, qui constitue le coût d'implantation de la structure; ce coût échappe normalement aux limitations imposées par les lois anti-inflation.

Si maintenant nous augmentons l'échelle de 10% (valeur d'augmentation permise par les lois anti-inflation), nous obtenons de nouvelles échelles salariales où le salaire moyen devient \$24,783., à comparer avec un salaire moyen de \$18,305. au 31 mai 1975.

L'augmentation totale de la masse pour 1975-1976 est, dans ce cheminement, de 35.39%, par rapport à la masse de 1974-1975. A ceci s'ajoute le coût du système (vieillessement, promotions, etc.), coût qui était inclus dans les 42% de notre demande initiale. Ce coût échappe également aux limitations imposées par les lois anti-inflation.

Il importe cependant de souligner que la démarche suivie est celle d'une augmentation à l'échelle de 28.84% ("échelle" « 1974-1975 plus 17.13% X 10% »).

Pour les années subséquentes, il suffira d'augmenter les valeurs des échelons des pourcentages d'augmentation négociés (8% pour 1976-1977.)

La cagnotte-marché

On sait qu'à l'université Laval les salaires montrent une dispersion appréciable, certains étant manifestement supérieurs à la moyenne. En dehors d'un certain "corridor", on trouve donc des salaires qui correspondent au résultat d'une négociation individuelle ou de groupe résultant d'une "valeur marché" des individus. Ces professeurs seront hors échelon dans les échelles salariales demandées par le SPUL. On en compte 71 pour 1975-1976 et 32 pour 1976-1977.

Les demandes du SPUL garantissent à ces professeurs un traitement de base égal à leur salaire effectivement versé en 1974-1975 majoré de 17.13%. Les valeurs hors échelon étant le résultat d'une valeur marché attribuée à ces professeurs par l'Université, il importe de les traiter comme telles. La somme des montants requis sera donc prise à même une cagnotte marché.

Le problème de marché est un problème dont la solution doit être laissée à l'employeur, puisqu'il s'agit d'une question d'offre et de demande. Essayer de déterminer à l'avance et a priori une valeur de marché dans l'embauche et la rétention d'un personnel revient à toutes fins pratiques à fausser, sinon à bloquer tout à fait, les mécanismes de ce même marché. La solution appropriée au problème semble donc être de prévoir pour l'employeur une certaine marge de manoeuvre sous forme d'un forfaitaire annuel destiné à répondre à des besoins individuels, concrets et bien identifiés. A cette fin, l'Université Laval pourra aller chercher des fonds qui échappent aux limitations imposées par les lois anti-inflation, et donc ne touchent pas les 10% d'augmentation des échelles.

L'employeur pourra ainsi verser aux professeurs ayant un "facteur

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special matters relating to education, and may, in the future, consider other modes of communication, including verbal presentations.

The provinces, acting through their education ministers have expressed extreme wariness toward any federal thrusts into the area of education.

Jealously guarding provincial rights, the ministers point to the British North America Act, which gives the provinces sole jurisdiction over education.

And while acknowledging the need for a "mechanism for liaison", Manitoba's Ben Hanuschak, the council chairman, probably summed up the general council attitude when he said, "We can't give the federal government a seat on the council, as it were. In Canada, the only spokesmen on education policy are the provinces." He made it clear that future meetings will be on the council terms, with the provinces setting the agenda for discussions and Ottawa needing agreement before it can raise a topic.

Consent now and regret later

Reprinted from *The Times Higher Education Supplement*.

Another general law of human perversity has lately been formulated by the relatively young discipline of management science. Although not yet formally accredited by the IAAF (International Association of Academic Futurologists) the new principle is considered by some cognoscenti as worthy to rank with the celebrated Parkinson's Law — "Work expands to fill the time available" — in defining an aspect of human stupidity which is apparently beyond the power of humans to correct.

The law was formulated by Jerry Harvey, an associate professor of management at George Washington University in the United States. In common terms, it states: "People in groups tend to agree on courses of action which, as individuals, they know are futile." Harvey, a psychologist, has named this the "Abilene Paradox" after the heuristic process by which the principle came to be defined.

The process began on a Sunday afternoon in Coleman, Texas, where the temperature was 104 deg F and a dust storm was blowing. Harvey, his wife, and her mother and father were sitting sheltered from the dust, under a fan, sipping iced lemonade, languidly playing dominoes, and looking forward to dining on the variety of delectable leftovers stored in the refrigerator.

Suddenly the father-in-law suggested that they all get dressed, climb into an un-air-conditioned car and drive 53 miles to Abilene to eat in a cafeteria. All four swiftly agreed. On their return to Coleman about four hours later, choked with dust, stupefied with heat, and dyspeptic from the cafeteria's plastic meal, they fell to recrimination.

Harvey, and the two women each in turn declared that, as they had always known, the outing had been disastrous and that they had agreed to go only because the others had wanted to. Then the father-in-law shouted that the trip had been the last thing he desired; he had suggested it only because he had felt the others might be bored.

Pondering this phenomenon, Harvey realized that it is general to the human condition. People all over the world are going to Abilene all the time in their personal, occupational and even public affairs. From the evidence taken by the United States Senate investigating committee, he argues that the Watergate scandal was itself the result of a trip to Abilene. Preliminary study suggests that the British Government's recent decision to provide large-scale State aid for Chrysler's operations may well be a further example of the same kind.

Indeed, the apparent Abilene-boundness of British public

decision-making is such that a PhD thesis in preparation by a follower of Harvey's in the United Kingdom is said to argue cogently that the British education system has been there so frequently over the past 15 years that it no longer knows how to travel in any other direction.

Harvey argues that the phenomenon is rooted in the individual's fear of rejection by the group. "Both research and experience indicate that ostracism is one of the most powerful punishments that can be devised", he says.

The usual refusal of any of a group's individuals to stand up and dispute the nonsense that they are collectively agreeing on, may stem from the fact that human social experience teaches that people who resist the general drift are punish-

ed far more often than they are rewarded.

An allied factor could be that, as a society progresses towards collectivism, the decision-making process tends to place emphasis on abating conflict.

Even so, as Harvey points out, by subordinating the "management of

agreement" to the "management of conflict", human beings merely tend to increase the odds that the conflict will return in exacerbated form once Abilene is reached, bringing with it the recrimination, ostracism, loss of job, divorce, execution, or public criticism at students' union meetings and so on, the fear of which first helped the group members to agree on something which they knew was daft.

THE CAUT BULLETIN

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marché" le supplément salarial requis, à même une cagnotte-marché. Cependant cette liberté est encadrée: le supplément salarial ainsi consenti au-delà des échelles (ou du traitement de base 1974-1975 majoré de 17.13%) le sera sous forme de forfaitaire de façon à ne pas perturber les échelles salariales, l'information pertinente devra être fournie au Syndicat.

Le montant proposé pour cette cagnotte provient d'une évaluation des sommes actuellement consacrées par l'Université à ces fins.

La progression automatique

Compte tenu des demandes normatives du SPUL, la progression salariale automatique ne se justifie plus.

En effet, le contrôle des critères de promotion par les assemblées départementales et la durée de séjour maximum prévue au (x) rang (s) inférieur (s) à celui d'agrégé (5 années de service) font que, dans l'avenir, il devrait y avoir une progression salariale normale pour tous.

Ceci vaut pour les cas à venir. Pour les professeurs à l'emploi de l'Université au 1er juin 1975, il convient de conserver les règles de reclassification prévues dans le projet initial, règles qui ne touchent que 43 professeurs au total.

Le plan de carrière

Après dix mois de négociations, nous en sommes rendus à faire le bilan sous la forme de demandes syndicales globales et refondues. Résultant d'une négociation, ces demandes doivent nécessairement tenir compte des objections formulées à nos demandes initiales. Etant le fruit d'un mûrissement, elles ont aussi gagné en cohérence.

L'un des objectifs fondamentaux était d'assurer une sécurité d'emploi valable aux professeurs. Vu le souci de préciser la distinction entre sécurité d'emploi et permanence, un certain réaménagement du "normatif" a été requis. A la sécurité partielle du professeur en probation, succède la sécurité totale de la permanence. Celle-ci impliquant une évaluation identique à celle exigée par l'agrégation, permanence et agrégation ont été réassociées. Notons que cette évaluation, comme toutes les autres, sera faite sur la base d'un dossier (art. 13) ne contenant que des faits objectifs, vérifiables, relatifs aux qualifications et activités du professeur. En outre, cette évaluation devra se faire à partir des critères déterminés en assemblée départementale.

La protection assurée au professeur en période de probation est d'une double nature. D'une part, en cas de suppression de poste, qui ne pourra se faire à la légère (clauses 16.02 sq.), la mise en disponibilité s'accompagne de mesures pouvant mener à la réaffectation ou au recyclage du professeur. D'autre part, le grief sur le non-renouvellement de contrat évitera les

décisions arbitraires. On ne pourra donc plus voir se produire des non-renouvellements de contrat violant aussi ouvertement la liberté universitaire que ceux décrétés en novembre 1975. Pour démontrer l'importance que nous y attachons, nous proposons, par lettre d'entente, la seule issue honorable à ces cas.

Ce recours au grief permet de porter la période de probation à un maximum de cinq ans, le renouvellement d'un premier contrat initial menant le professeur au seuil de l'agrégation et donc, de la permanence.

Pour le professeur déjà en place depuis 5 ans, la permanence sera octroyée, même s'il est assistant ou adjoint. Dans ce seul cas donc, afin de respecter les droits acquis, le cheminement de carrière prévu dans le projet pourra subir un accroc. En effet, désormais, le rang d'assistant correspondrait à une phase transitoire menant à l'obtention du doctorat ou l'équivalent, celui d'adjoint à une phase probatoire débouchant sur la permanence, celui d'agrégé à une carrière normalement épanouie, celui de titulaire, enfin, consacrant un rayonnement reconnu.

La carrière du professeur ne pourra plus être abruptement interrompue par un congédiement discrétionnaire. A l'avenir, seule une faute professionnelle grave ou une négligence répétée pourra justifier un congédiement que le professeur soit permanent ou non.

Un aspect délicat est enfin résolu de façon satisfaisante: celui de la charge de travail. A cause des difficultés encore mal évaluées d'une formule de quantification, nous optons pour une approbation collégiale d'une répartition faite par le responsable de l'unité pédagogique et administrative. En cas de désaccord durable menant à un "vide juridique" (puisque ni le responsable ni l'assemblée ne pourrait trancher), une formule d'arbitrage exécutoire par une tierce personne est proposée. Il ne pourra donc y avoir le blocage paralysant.

Outre que nos propositions assureront aux professeurs de Laval des conditions de travail proprement universitaires, avantageusement comparables à celles de leurs collègues des autres universités, elles s'inscrivent dans une acceptation réfléchie des Statuts de l'Université. C'est, dans un sens, la poursuite de la réforme, prématurément suspendue.

Nous croyons que ce projet forme un tout cohérent qui, tout en permettant aux administrateurs d'exercer leurs fonctions de façon responsable, protège les droits des professeurs et leur assure des conditions de travail valables, dans le respect de la collégialité et de la liberté universitaire. Que peut-on demander de moins?.

Vous pouvez obtenir copie du projet syndical au secrétariat de la FAPUQ.

1,500 professional-staff positions are lost, including 400 faculty posts; union battle seen

State University Layoffs in New York Cut Deep

By Philip W. Semas

The State University of New York has cut the size of its staff by at least 1,500 positions, including 400 faculty posts, during the past year.

The retrenchment has reduced the staff of S.U.N.Y., the largest university in the U.S. from about 34,300 posts to about 32,800. Some of those 1,500 positions were already vacant, university officials say, but about three-fourths had to be eliminated by laying off faculty and staff members.

Jerome B. Komisar, S.U.N.Y.'s vice-chancellor for faculty-staff relations, says he does not know how many of the laid-off faculty members had tenure. He estimates the number of faculty and professional staff members whose contracts have been broken — including those with tenure and those with multi-year contracts — is less than 100.

Sam Wakshull, president of the union that represents a bargaining unit of 14,000 faculty members and professional staff, puts the number of broken contracts at closer to 150. He says the total reduction amounts to more than 2,000 positions among the faculty and professional staff alone.

In a number of cases, faculty members with tenure or multi-year contracts were dismissed with only a few weeks notice. At the university's Brockport campus, some faculty members were notified on Jan. 26 that their employment would be terminated on Feb. 29.

Although it is one of the largest retrenchments in the history of American higher education, the S.U.N.Y. situation has received relatively little national attention because it has been overshadowed by the layoffs in the City University of New York. Because of New York City's fiscal crisis, C.U.N.Y. is reducing its total staff size by about 4,500 positions, laying off about 1,100 teachers.

Unions, Courts Involved

Controversy is building over the State University layoffs, however, and the courts and all three of higher education's national faculty unions have become involved.

So far, faculty members have won one lawsuit and the university has won two. All three are being appealed, and more suits are in the works.

The faculty members have been laid off under a provision in the collective-bargaining contract between S.U.N.Y. and the United University Professions, an affiliate of the American Federation of Teachers (A.F.L.-C.I.O.) that represents faculty and professional staff members.

That provision has been challenged by the American Association of University Professors, which has announced an investigation that

could lead eventually to the censure of S.U.N.Y. by the A.A.U.P.

The layoffs also are likely to be an issue in a battle between the American Federation of Teachers and the National Education Association for the allegiance of New York teachers.

To complicate matters further, the union contract expired last June, although employees have continued to work under the old agreement. The union and negotiators from Gov. Hugh Carey's office are reportedly far from a settlement.

Impact Hard to Gauge

Because the 410,000 student State University is so large, it is difficult even for its central office in Albany to be sure how severe the retrenchment has been. For the most part, however, it is concentrated at those campuses actually operated by S.U.N.Y.: four university centers, four health science centers, 14 four-year colleges, and six agricultural and technical schools.

The 30 community colleges, although they are partially funded and administered by S.U.N.Y., are primarily run by local governments

and have their own personnel procedures and union contracts.

The impact of the layoffs has varied from campus to campus, according to Mr. Komisar, since the administrations of the individual units, not officials at the central office in Albany, decide who gets laid off. He declined to say which campuses had laid off the most faculty members.

According to other observers, the hardest-hit locations include Albany, Binghamton, Brockport, New Paltz, Oneonta, Plattsburgh, and Stony Brook, as well as the Downstate and Upstate Medical Centers.

University officials blame the layoffs on budgetary problems.

The university million for the current academic year. Officials say the real reduction is greater, because of inflation and increasing costs.

In addition, last winter Governor Carey ordered all state agencies, including the university, to reduce their workforces by 3 per cent because of the state's fiscal crisis. It was immediately after Governor Carey's order that some S.U.N.Y. campuses laid off faculty members with only a few weeks' notice.

Most state agencies met their 3-per-cent quota by the end of February, but S.U.N.Y. persuaded the governor to give it more time. The cuts, which accounted for about 840 of the positions eliminated in S.U.N.Y., were completed by the end of the academic year, Mr. Komisar says.

Some critics among the faculty question whether S.U.N.Y.'s financial situation really justifies the layoffs.

"The layoffs are a political strategy to get rid of particular departments, using budget stridency as an excuse," says Donald Reeb, a professor of economics at Albany.

Critics complain that S.U.N.Y. continues to hire faculty members as well as administrators. Mr. Komisar admits that S.U.N.Y. is hiring faculty members in "particular specialties" but says that "the quantity of hiring is certainly not overwhelming."

Faculty members at Empire State College, S.U.N.Y.'s new "external degree" college, have charged that terminations there have been motivated by campus politics and unionbusting. They say that in the last four years, 18 leaders of the campus union local have lost their jobs. Empire State officials deny the charges.

Legality Challenged

In addition to questioning whether the layoffs are justified, faculty members are challenging their legality.

A Stony Brook, the administration decided to eliminate the education department and lay off its 43 full-time faculty members, 12 of whom had tenure. However, some of the faculty members, some students, and the mother of a prospective student won a court order to have the department reinstated.

New York Judge Frank DeLuca

Cont'd on p. 7

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Situation at Université Laval

For the past ten months the Syndicat des Professeurs d'université Laval (SPUL) has been negotiating with the university administration concerning working conditions for Laval University faculty. Certified since January 1975, SPUL is now attempting to sign a collective agreement. These attempts, however, have been met with systematic refusals from the administration on two points. The administration has refused to meet union demands relating to the individual's right of grievance on decisions relating to the individual's career, and it has also refused to recognise the right of the departmental assembly to establish procedures and principles for career advancement.

The administration has also refused to meet union proposals establishing salary structures.

Strike vote

September 6, in a secret ballot, 83 percent of Laval professors voting on the issue, rejected this last university offer. The rejection, in effect, gave authority to the "conseil syndical" to resort to the use of its legal right to strike as of September 7.

In this confrontation, SPUL has received support from unions and member associations of FAPUQ, including

Syndicat Général des Professeurs de l'université de Montréal (SGPUM)
Syndicat des Professeurs de l'Université de Sherbrooke (SPUS)
Association des Ingénieurs - Professeurs des Sciences Appliquées de l'Université de Sherbrooke (AIPSA)

Association des Professeurs de l'Ecole Polytechnique (APEP)
Association des Professeurs de l'Institut Armand Frappier (IAF)
McGill Association of University Teachers (MAUT)
Concordia University Faculty Association (CUFA)
Association of Professors of Bishop's University (APBU)

Also at the request of Mr. Bernard Chaput, President of FAPUQ the Canadian Association of University Teachers (CAUT) has declared its solidarity with SPUL.

SPUL position

Principal modifications of the initial plan are based on the following points: additional clauses on holidays and fringe benefits, new wage demands and a fund for specific market problems as well as certain arrangements in career planning. The holidays and fringe benefits package was elaborated on in the collective agreement negotiated one year ago. It envisaged one status quo clause and the protection of already acquired rights.

The extension of the period covered by the agreement as well as the nature of the scale forced the union to elaborate its basic proposals. (A detailed version of the wage scale proposals and the evaluation of wages along an "index grill" put forward by the union can be obtained from SPUL or from the Fédération des Associations de Professeurs de Universités du Québec).

The "Cagnotte Marche" or the Market Value Fund

The wage structure at the Université Laval shows considerable variant with some professors' salaries ranging well above the average. Outside of a certain "stream", salaries of some professors appear to reflect the market value of their profession outside the university. Thus, these persons (71 in 1975 - 76 and 32 this academic year) are outside of the wage scale put forward by SPUL.

SPUL wage demands would guarantee these professors a basic salary equal to their wage in 1974 - 75, increased by 17.13 per cent. Since the wages ranging beyond the scale were the result of the market value attached to the particular profession by the administration, the union proposes to deal with them separately. The union therefore proposes that the amount of

money required to meet the market value sum should be taken from the market value fund.

Wage Progression

The control of the criteria for promotion by departmental meetings and the length of the maximum time foreseen in the lower rank (s) to that of associate professor (five years' service) are such that in the future there should be a normal wage progression for all. This is true for all upcoming cases. For the professors employed by the university as of June 1, 1975, it is convenient to keep the rules of classification outlined in the initial proposals. (This applies to only 43 professors.)

Career Plan

After two months' negotiations, the union is finally at the point of having formed a set of general and restructured proposals. One of the fundamental objectives included in the proposals is to ensure effective controls governing job security. The concern to specify the distinction between job security and tenure has forced the introduction of an amendment.

Under the new proposals, faculty will progress from partial job security to full job security with tenure. This implies instituting evaluation procedures identical to those used in promotion, and thus, tenure and promotion will have been reunited.

Protection thus acquired, would assure the professor under probation of two things: On the one hand, in the case of a position being declared redundant, implying termination of a post, the union will insist that action be taken to reintegrate and recycle the professor thus made redundant. On the other hand, legally enshrined procedures relating to non-renewal of contracts will circumscribe arbitrary decision-making. We will no longer see then, statutes governing academic freedom decreed in 1975 openly violated through the device on non-renewal of contracts.

Recourse to grievance procedures will allow the extension of the probation period to a maximum of two years, leading a professor to the threshold of promotion and thus to tenure.

For the professor who has been employed for five years, tenure will be granted even if the person is a lecturer, an assistant professor or a full professor. In certain cases career progress foreseen as part of a collective agreement, might seem to be abnormal. The rank of lecturer from now on, should correspond to a transitory phase leading towards the acquisition of a doctorate or its equivalent; the rank of assistant professor to a probationary phase leading to tenure.

The rank of associate professor normally would be awarded to those well advanced in their professional career, while the rank of full professor to those with established reputation.

In the future, only unprofessional conduct or repeated negligence will justify dismissal, even if the professor does or does not possess tenure.

Because of the difficulties arising from an ill-devised, bureaucratic formula, we opt for peer approval in establishing workload norms, made by the department head. In a case of a deadlock leading to a *vide juridique* (with neither the director nor the chairman able to decide) outside arbitration is proposed.

SPUL believes that this project is a coherent entity which allows the administration to exercise its functions in a responsible manner, while protecting the rights of the faculty and promoting acceptable working conditions and academic freedom.

Can we ask for less?

(From FAPUQ Nouvelles Brèves)

SUNY... from p. 6

ruled that only the state board of regents could eliminate the department. "There is no authority for it to be done by administrative fiat of either the S.U.N.Y. trustees or the president of Stony Brook," he said.

For the most part, however, the procedural issues in the S.U.N.Y. layoffs are based on the faculty and professional staff union's contract.

One issue is whether or not faculty members who had tenure by law before the advent of collective bargaining can be dismissed in accordance with the contract rather than the old tenure procedures.

Judge Arthur E. Blaauvelt ruled that James A. Farrell and Louis DiLorenzo, two tenured education professors who were laid off at Brockport with one month's notice, had waived their rights under the old tenure law as a result of the collective-bargaining agreement and that their "sole remedy" is the grievance procedure under the contract.

The contract provides that the S.U.N.Y. chancellor may decide to lay off staff members "after such consultation as may, in his judgment, be appropriate."

Professional staff and faculty members may be laid off for a number of reasons, including "financial exigency, reallocation of resources, reorganization of degree or curriculum offerings or requirements," and "reorganization" or "curtailment" of "academic or administrative structures, programs, or functions."

AAUP Concerned over Notice

What that means, charges Jordan Kurland, acting general secretary of the American Association of University Professors, is that faculty members can be laid off "as the result of almost anything."

The A.A.U.P.'s major concern is the length of notice being given to faculty members who have been laid off in mid-contract.

The union contract says it is "desirable" to give four months' notice

to staff members with term contracts and one semester to those with tenure or its equivalent. However, the university is required to give notice only "as soon as practicable."

Vice-Chancellor Komisar says the university has tried to give a year's notice to tenured professors but that "there have been circumstances where that wasn't possible." At least one S.U.N.Y. unit, the university center at Buffalo, announced that it would give a year's notice to all laid-off faculty members, even though it was not required to do so.

Lack of sufficient notice is the major issue in the cases that the A.A.U.P. has decided to investigate at Albany, Binghamton, Brockport, Oneonta, and the agricultural and technical college at Alfred.

Officials of both the S.U.N.Y. union and administration view the A.A.U.P. investigation somewhat sardonically.

Union vs AAUP

"We certainly will be talking to them," Mr. Komisar says, but he notes that the university operates under its contract with the union, not A.A.U.P. procedures.

"I don't know what they can investigate," says Mr. Wakshull, the union president.

He argues that the S.U.N.Y. contract is actually stronger than the A.A.U.P.'s procedures, especially for those without tenure. Under A.A.U.P. guidelines, he says, untenured faculty members can be let go by not renewing their contracts rather than actually laying them off and giving them the "retrenchment rights" they are entitled to under the contract.

He says the union has been able to get a number of faculty members rehired by submitting cases to arbitration and that a number of others will be settled soon that could clear the way for more reinstatements.

Nonetheless, the union is seeking

Cont'd on p. 17.

Ottawa Notes

Jill Greenwell (CAUT)

New Cabinet Ministers

Hugh Faulkner, Member of Parliament for Peterborough since 1965 and former Secretary of State was appointed Minister of State for Science and Technology, replacing the Hon. C.M. Drury in the recent Cabinet shuffle.

John Roberts (St. Paul's, Toronto), who holds a doctorate from Oxford and is a former lecturer at the University of Toronto, was appointed Secretary of State. There are indications that the new minister, who has held a number of appointments, including Chairman of the House of Commons Committee on the Official Language Act, has been instructed to focus extensively on the promotion of bilingualism in Canada.

The Humanities Research Council and the Social Science Research Council are seeking meetings with the minister to discuss the proposed new granting council for the humanities and the social sciences and the long-term support of research in these areas.

The CAUT will be seeking meetings with the two new ministers to discuss both the funding of post-secondary education and of research.

Task Force On Research

The first meeting of the Science Council Task Force on Research in Canada was held last summer. The Task Force, whose chairman is Claude Fortier (Physiologie, Laval), has been established to assess the state of science in this country and make policy recommendations for its improvement and relevance to Canadian society. It hopes to release periodic statements on subjects it has investigated, including the development of a rationale for the funding of research, forecasts for the demand (as opposed to supply) of science manpower, and collaboration between universities and industry on research.

Council of Ministers of Education

Council of Ministers of Education, meeting in Halifax on September 20, gave tacit acknowledgement to the need for a federal presence in some aspects of post-secondary education. While the Council steadfastly refuses to grant the federal government an official seat on that body, on the grounds that education falls under provincial jurisdiction, it suggested that in the future federal representatives will be able to raise matters of mutual interest with provincial approval. In this connection, student aid and the immigration of foreign students and academics will be discussed by both federal and provincial representatives in January.

The Council, after much pressure from various organizations, has agreed to make itself accessible in future to interest groups. Although no mechanisms for the free and automatic flow of views between the Council and interest groups have yet been formulated, the Council will initially invite written submissions from various non-governmental organizations on special matters relating to education, and may in the future consider the merits of other modes of communication, including verbal presentations.

Immigration

Immigration of foreign academics will be among the subjects discussed by federal and provincial representatives in January. With or without provincial cooperation, it appears that the federal government is determined to implement policies before the next major hiring period in order to regulate the influx of foreign faculty in Canada. Although the use of quotas or embargoes have been ruled out for the present, the Immigration Department is actively considering the establishment of federal or provincial monitoring bodies to ensure that extensive efforts have been made to fill a university vacancy with a Canadian candidate before it will grant an appointee landed immigrant status.

Federal Make-Or-Buy Policy Extended

The Minister of State for Science and Technology recently reaffirmed the government's policy of encouraging full industrial participation in its scientific programs. Contracting out to industry, under the government's "Make-or-Buy" research policy, has been extended to cover on-going research programs, related scientific activities as well as certain activities in the humanities and social sciences, and is intended to assure maximum industrial participation in a number of important science programs now emerging, concerning the continuing availability of food and energy, ocean management, use of space, transportation, and environmental protection.

Federal Human Rights Legislation

The Advisory Council on the Status of Women, frustrated by three years of inaction, has launched a nation-wide letter campaign to rouse the federal government into acting on its human rights legislation. Members of some 2,000 minority groups, women's organizations, civil rights associations, religious organizations, professional associations and unions have been asked to write the Minister of Justice, the Hon. Ron Basford and their local Member of Parliament. The CAUT will submit a brief, containing suggestions relating to employment of women academics. Although the legislation would only affect organizations under federal jurisdiction, it will nevertheless have far-reaching influence on similar provincial human rights codes.

Ontario Report

Fiscal Arrangements Act

The OCUFA Executive has endorsed the CAUT's supplementary Submission on the Financing of Post-Secondary Education in Canada. In addition, it has informed the Government of Ontario that OCUFA supports a strong federal presence in post-secondary education.

Citizenship of Ontario University Faculty

A statement on the Citizenship of Ontario university faculty released by the Ontario Confederation of University Faculty Associations expressed the view that university appointments should be offered to the best qualified Canadians who meet the stated requirements, unless it is apparent that the appointment of a non-Canadian is justified. This view is central to the "Guidelines on Canadianization and the University" adopted by the Canadian Association of University Teachers.

The Confederation stresses that it is essential that there be adequate provision for the universities of Ontario to appoint visiting professors from abroad and that nothing be done which would hamper the existence of exchange schemes.

OCUFA notes that landed immigrants have made many valuable contributions to Canadian life, in the universities as elsewhere, and believes, with the CAUT, that landed immigrants already in this country should not be distinguished from Canadian citizens with respect to appointments. The statement also insists that there be no discrimination in the awarding of promotion and tenure.

OCUFA statement clearly states that the Confederation would object to the introduction of any Government scheme which would penalize the universities for employing those who are already landed immigrants.

AIB Rolls Back Ottawa Settlement

The Anti-Inflation Board has rolled back the University of Ottawa salary settlement by 2.48%. This means that in addition to the 1.4% already withheld by the University, salaries will be rolled back 1.08%. The overall settlement remains the best in Ontario universities by a margin of approximately 3%.

York Negotiations on First Agreement Proceeding

York University Faculty Association and administration have not as yet reached an agreement on salary questions and on all the many other issues involved in the negotiation of a first collective agreement. Thus far tentative agreement has been reached on wide areas. Grievance and arbitration, for example, has been resolved into a system that both parties believe to be viable and fair. Procedures for layoff have been largely agreed, as have clauses covering academic freedom, non-discrimination, dismissal and the like. Other sections are very close to agreement. What remains to be done are money questions and tenure and promotion.

Municipal Campaign Launched by PR Committee

A campaign is under way in connection with the Ontario municipal elections in December for the purposes of informing candidates for municipal office about the purposes of a university and the financial and cultural impact of the institution on the local community. Participation in the campaign by Ontario faculty associations is at local option.

The lobby of Members of the Provincial Parliament, an initiative begun last year by the OCUFA Public Relations Committee continues to attract attention.

University of Toronto Faculty Association to seek Voluntary Recognition

The University of Toronto Faculty Association Committee on Salaries and Benefits has been working on a draft agreement which will be submitted to the Faculty Association Council and the general membership for ratification. Once ratified by the Council and the members the Faculty Association will present the agreement to the University administration. The university President, John Evans, said that a contract based on contract law was not necessary. He also said that salary and academic matters can be settled without recourse to collective bargaining.

Indications are that the agreement will follow the lines of a "Voluntary Agreement outside the Ontario Labour Relations Act" which would recognise the UTFA as the bargaining agent for those members of the Faculty who are eligible for membership in the Association, except Senior Administrators.

The agreement will define the relationship between the Faculty and the Administration, the terms and conditions of employment, procedures to be followed in relations with the Administration, establish the methods to be used in settling grievances and other disputes, and would provide for annual negotiations on salaries and remuneration with an amicable method of resolving deadlocks. The agreement will not recognise the right to strike.

Atlantic Report

Dr. Derek W. Lawrence
CAUT Atlantic Regional Director

Ministry on the Status of Women Urged for Nova Scotia; Atlantic Confederation Founded

The Eastern Regional Meeting of the Corresponding Members of the CAUT Committee on Status of Women Academics met October 1 at the Hotel Beausejour in Moncton to discuss, in part, such items as Federal and Provincial Human Rights Legislation, the CAUT anti-nepotism policies and the Nova Scotia Task Force on the Status of Women. Corresponding members of each university in the region reported on status of women activities and presented a motion relating to Article 95 of the Nova Scotia task force report which deals with the establishment of a Ministry of State on the Status of Women. The delegates urged the establishment of such a body, and a similar motion was presented to the MCUFA (now ACUFA) meeting for endorsement the next day. The ACUFA delegates passed the motion.

On October 2, the Hotel Beausejour played host to the conference of MCUFA/CAPUM where Memorial University of Newfoundland formally joined the Confederation, giving birth to a new Atlantic Confederation of University Faculty Associations, thus widening the base without altering the original objectives enunciated by the founding members in Charlottetown last year. One of the principal objects precipitating the formation of the new body was to maintain contacts with the Maritime Provinces Higher Education Commission, and the delegates heard a report from the MCUFA task force on approaches to the MPHEC.

The two meetings received wide coverage in the local print and electronic media.

The meeting would have normally taken place on the University of Moncton Campus, but the continued censure of that institution's administration made the university an unsuitable host. (A full report of the two meetings will appear in the next issue of the *Bulletin*.)

Collective Bargaining in the area

Faculty Associations in the Atlantic provinces have been reluctant to apply for legal recognition as bargaining agents for the faculty they represent. In this respect the University College of Cape Breton, St. Mary's, Acadia, St. Thomas and Moncton are leading the way. (*For recent developments at St. Thomas, see p. 2*) Moncton's application for certification was scheduled to be heard before the New Brunswick Industrial Relations Board on September 30. Acadia will soon be negotiating their first collective agreement. St. Mary's have one outstanding issue to be settled in their third negotiated contract.

At St. Mary's negotiations have been complex and protracted, mainly because the SMU administration were insisting upon the inclusion of certain management rights clauses which would have negated the principle of collegiality at the university*. Moreover, a direct attack was launched upon tenure with new regulations making it impossible for a faculty member to have consideration of tenure deferred upon the recommendation of his/her department. Fortunately these and other offensive provisions have now been deleted thanks to the firm stand taken by the SMUFU negotiating team which has been strongly supported by the Atlantic and Central Offices of the C.A.U.T.

As more and more Atlantic University Faculty Associations become certified as bargaining units under the law, similar onslaughts on faculty's recognized rights and privileges can be expected, especially during negotiations for that all-important first collective agreement. And the St. Mary's experience can bring very positive results on other campuses.

Nova Scotia Faculties meet

The NSCUFA council met in Halifax on September 18th in the Dalhousie Faculty Club and discussions covered a wide variety of provincial and regional questions. Professor Lois Valley-Fischer, President of NSCUFA reported on a rather unproductive meeting with members of the MPHEC, a meeting which failed to bring to light any meaningful policies likely to emanate from that body. More fruitful was a meeting arranged between NSCUFA and C.A.U.T. representatives and Dr. Maynard MacAskill, the provincial Minister of Education. Dr. MacAskill is receptive to NSCUFA's views on standards for high school graduates, and has invited NSCUFA to nominate a member to the Department of Education Committee set up to examine these standards. The meeting also set up a Relations with Government Committee, which will establish new contacts with Dr. MacAskill and seek meetings with Premier Regan, and the Honourable Mr. Nicholson to discuss questions of vital importance to Nova Scotia universities: the financing of post-secondary education; the MPHEC, its composition and reporting; admissions policies and student aid, etc. The opinions of opposition leaders will also be sought.

There is abundant evidence that the Atlantic universities are determined to strengthen their organizations at the local, provincial and regional levels in order to play an active role on the Atlantic scene while maintaining strong ties with the C.A.U.T.

* Among other provisions, the employer would have been empowered to terminate the appointment chairperson at any time without due process.

Echos d'Ottawa

Jill Greenwell (ACPU)

Nouveaux ministres

M. James Hugh Faulkner, député de Peterborough au Parlement depuis 1965 et ex-Secrétaire d'Etat, a été nommé Ministre d'Etat aux Sciences et à la Technologie à la place de l'hon. C.M. Drury lors du récent remaniement du cabinet.

M. John Roberts (St. Paul's, Toronto) qui est titulaire d'un doctorat d'Oxford et a déjà été chargé de cours à l'Université de Toronto, a été nommé Secrétaire d'Etat le 15 septembre. Il semble que le nouveau ministre, qui a occupé un certain nombre de postes, y compris celui de président du Comité de la loi sur les langues officielles des Communes, ait reçu instruction de se concentrer grandement sur la promotion du bilinguisme au Canada.

Le Conseil de recherches sur les humanités et le Conseil de recherches en sciences sociales cherchent à se réunir avec le ministre pour s'entretenir du futur nouveau conseil de subventionnement des humanités et des sciences sociales et du soutien à long terme des recherches dans ces domaines.

L'ACPU va chercher se rencontrer les deux nouveaux ministres pour discuter du financement de l'enseignement postsecondaire et de la recherche.

Groupe d'étude de la recherche

La première réunion du Groupe d'étude de la recherche au Canada du Conseil des sciences a eu lieu à la mi-juillet. Le Groupe, présidé par M. Claude Fortier (Physiologie, Laval), a pour mission de déterminer où en sont les sciences au Canada et de formuler des recommandations en vue d'en assurer l'amélioration et l'application à la société canadienne.

Le Groupe espère publier des déclarations périodiques sur les questions qu'il a étudiées, y compris l'établissement d'une raison d'être en ce qui concerne le financement de la recherche, des prévisions de la demande (par opposition à l'offre) d'effectifs scientifiques et la collaboration entre les universités et l'industrie en matière de recherche.

Conseil des ministres de l'Éducation

Le Conseil des Ministres de l'Éducation, réuni à Halifax le 20 septembre, a reconnu tacitement la nécessité d'une présence fédérale dans certains domaines de l'enseignement postsecondaire. Même s'il refuse absolument d'accorder au gouvernement fédéral une place officielle en son sein, pour la raison que l'enseignement relève des provinces, le Conseil a suggéré que les représentants fédéraux puissent dorénavant soulever des questions d'intérêt mutuel avec l'approbation des provinces. Il faut mentionner, à ce propos, que les représentants fédéraux et provinciaux doivent discuter en janvier de l'aide aux étudiants et de l'immigration des étudiants et professeurs étrangers. Après force pressions exercées par diverses organisations, le Conseil a accepté de se rendre accessible dans l'avenir aux groupes d'intérêts. Même si le Conseil n'a pas encore établi de mécanismes destinés à assurer un libre et automatique échange de vues entre lui-même et les groupes, le Conseil invitera initialement divers organismes privés à lui présenter des mémoires par écrit sur des questions spéciales connexes à l'enseignement et avisera peut-être ultérieurement de l'utilité d'autres modes de communication, y compris des exposés de vive voix.

Immigration

L'immigration des professeurs étrangers figurera parmi les principales questions discutées par les représentants fédéraux et provinciaux en janvier. Le gouvernement fédéral semble déterminé à appliquer, avant la prochaine principale période d'engagement, avec ou sans la collaboration des provinces, des mesures destinées à réglementer l'entrée des professeurs étrangers chez nous. Même si le contingentement ou l'interdiction sont écartés pour le moment, le Ministère de l'Immigration songe activement à établir des organismes de surveillance fédéraux ou provinciaux afin d'assurer qu'on s'est beaucoup efforcé de combler une vacance universitaire en engageant un candidat canadien avant d'accorder à l'étranger nommé le statut d'immigrant reçu.

Prolongation de la politique fédérale d'impartition

Le ministre d'Etat aux Sciences et à la Technologie a récemment réaffirmé que le gouvernement a pour politique d'encourager la pleine participation de l'industrie à ses programmes scientifiques. L'attribution de contrats à l'industrie, en vertu de la politique d'impartition de la recherche, a été étendue aux programmes permanents de recherches, aux activités scientifiques connexes ainsi qu'à certaines activités du domaine des humanités et des sciences sociales et vise à assurer la participation maximum de l'industrie à un certain nombre d'importants programmes scientifiques qui font leur apparition et qui intéressent le maintien de la disponibilité d'aliments et d'énergie, la gestion des océans, l'utilisation de l'espace, les transports et la protection de l'environnement.

Législation fédérale sur les droits de l'homme

Le Conseil consultatif du statut de la femme, exaspéré par trois années d'inaction, a lancé une campagne épistolaire nationale afin d'amener le gouvernement fédéral à agir en ce qui concerne sa législation sur les droits de l'homme. Les membres de quelque 2,000 groupes minoritaires, organisations féminines, associations pour la défense des droits civils, organisations religieuses, associations professionnelles et syndicats ont été invités à écrire au ministre de la Justice, l'hon. Ron Basford, et à leur député fédéral local. Même si elle ne doit toucher que les organisations relevant du fédéral, la législation n'en aura pas moins une influence de grande portée sur de semblables codes provinciaux des droits de l'homme.

Western Report

Ron Lowe (CAUT Edmonton)

British Columbia

The Winegard Commission, studying the offering of university programs in non-metropolitan areas of B.C., submitted its report to the provincial government in early September. If its major recommendations are implemented, a multi-campus university system would be established to service the interior of B.C., operating as a separately funded Division of Simon Fraser. The campuses would be located in Prince George, Kamloops, Kelowna and Nelson. The Commission also recommended that as many as possible of the faculty at Notre Dame University of Nelson be given appointments by the new agency or by nearby Selkirk College. Faculty Association executives of all four universities are studying the recommendations.

With the exception of Notre Dame, the 1976-77 salary increases have been determined for all B.C. universities. All settlements bear considerable similarity and there is a growing concern over the lack of meaningful negotiations on many campuses. In addition, the 1976-77 settlements were generally lower than those negotiated in Ontario and other western provinces. By arbitration, U.B.C. received a package of 8.5% including merit and career progress. Simon Fraser also received 8.5%. The University of Victoria fared slightly better receiving a package totaling approximately 9.5%, also including merit and career progress. Negotiations at Notre Dame have yet to be concluded.

More formalized systems of collective bargaining are being reviewed by special committees at both Simon Fraser and the University of Victoria. These committees will be making recommendations to their membership in the next few months.

Alberta

The 1976-77 salary settlement at the University of Alberta has been approved by the Federal Anti-inflation Board. In its decision, the AIB accepted the position of the University and the Academic Staff Association that increments are excluded from the guidelines.

Negotiations for the Alberta Association of Artists and Educators, a consortium composed of the Alberta Teachers Association, the Confederation of Alberta Faculty Associations (CAFA), the Association of Alberta College Faculties, the CAUT, and Association of Canadian Radio and Television Artists, have been successfully completed. Details of the changes in the writer and performer/educator agreements will be available once they have been ratified by the respective organizations.

Representatives of CAFA met with Dr. Hohol, Minister of Advanced Education and Manpower, in early October to discuss proposed changes in the Universities Act, the new Academic Pension Plan, the Fiscal Transfer Arrangements Act and other issues of concern to faculty in Alberta.

Manitoba

Dr. Carl Goldenberg, arbitrator of 1976-77 salary increases at the University of Manitoba, has awarded faculty a 9.25% increase with an individual maximum of \$2,255.00. An additional 4.1% was awarded for merit. Once ratified by the Board of Governors and by UMFA, the award will be reviewed by the Anti-Inflation Board.

The University of Manitoba Agriculture Faculty Association has been certified by the Manitoba Labour Relations Board.

The Senate at the University of Manitoba has rejected higher tuition fees for foreign students. The University of Winnipeg Senate has also decided against a fee differential but has recommended that a quota be placed on the enrolment of foreign students.

At Brandon University, the Anti-Inflation Board has rolled-back a 14.7% increase in 1976-77 salaries negotiated by the faculty association and Board of Governors. Full-time faculty will receive increases of 9.8% (excluding increments). However, the AIB ruled that faculty on term appointments may receive only 8% increases. The decision of the AIB regarding term appointees is being appealed.

Saskatchewan
An application for certification by the Saskatchewan Association of Law Teachers (SALT) at the University of Saskatchewan has been rejected as being an inappropriate bargaining unit. Meanwhile, applications for certification by the faculty associations at the University of Regina and Saskatchewan are still pending due to delays and postponements by the Saskatchewan Labour Relations Board. It is hoped that both applications will receive consideration during the month of October.

In spite of the serious attempts to negotiate performer/educator and writer agreements with Saskmedia, the Saskatchewan Association of Artists and Educators (SAAE) has been unable to obtain any form of cooperation from the Corporation.

The SAAE was formed by the CAUT, the faculty associations at the University of Saskatchewan and Regina, the Saskatchewan Teachers' Federation and ACTRA (The Association of Canadian Television and Radio Artists). The consortium is seeking to negotiate agreements for its members covering freelance contractual work with Saskmedia, in preparation, production and distribution of audio-visual educational materials designed for use in public educational broadcasting, universities and schools.

Because of the unreasonable stance assumed by Saskmedia and its conduct over the two-year period in which attempts were made to discuss and negotiate, the consortium is recommending to its members that they refuse to make any freelance contractual arrangements with Saskmedia. Each organization in the consortium will be contacting their respective members with this request.

No agreement has been reached on 1976-77 salary increases at the University of Saskatchewan. In conciliation, the University and Faculty Association agreed to settle the dispute by arbitration. The Chief Justice of the Saskatchewan Supreme Court has been asked to name an arbitrator.

Government Study Looks at Retirement
A report entitled "Retirement in Alberta" was released last month by the Alberta Ministry of Advanced Education. Based on a study started in 1972, which involved a survey of more than 1000 Albertans, the report recommends, among other things, the implementation of mobile and portable pension plans for continuation when changing jobs. It calls for the pegging of the Old Age Security Pension, Canada Pension Plan and Federal and Provincial supplements to the cost-of-living index. The plan provides for the establishment of "interest" courses and tuition-free credit courses by educational institutions for senior citizens. It suggests that there ought to be encouragement by the government, industry, social services and community groups for the development of meaningful activities and roles for senior citizens in the community. It also suggests a government feasibility study on the introduction of a flexible and gradual retirement program acceptable to both the employees and employers. The organization which assumed the overall administration and responsibility for the study (The Third Career Research Society) is a voluntary, non-profit association, whose members are retired or nearing retirement.

Government Study Looks at Retirement

The following university administrations have been censured by the Council of the Canadian Association of University Teachers.

Simon Fraser University (May 1971)

(Under the third state of censure imposed on this university, the CAUT warns its members not to accept employment with the censured university. Page 69, CAUT Handbook) Also censured are:

Université du Québec à Montréal (November 1970)

University of Ottawa (May 1972)

Mount Allison University (November 1970)

University of Moncton (May 1976)

UNIVERSITÉS FRAPPÉES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes.

Université Simon Fraser (mai 1971)

(À la troisième étape de la censure prononcée contre cette université l'ACPU avertit ses membres de ne pas accepter d'emploi auprès d'elle. Voir la page 71 du Guide de l'ACPU).

Université du Québec à Montréal (November 1970)

Université d'Ottawa (mai 1972)

Université Mount Allison (novembre 1970)

Université de Moncton (mai 1976)

The University of New Brunswick

invites applications
for the position of

DEAN OF SCIENCE

for a renewable term appointment
commencing not later than July 1, 1977.

Applicants should be established scientists with relevant teaching and administrative experience who are conversant with higher education in Canada. The successful candidate will be accorded academic rank in the appropriate department. The deadline for submissions, which should include a curriculum vitae and the names of three referees, is November 30, 1976, and should be addressed to

The Chairman of the Search Committee
Dr. Mervyn Franklin
Vice-President (Academic)
University of New Brunswick
P.O. Box 4400
Fredericton, New Brunswick E3B 5A3

Government plans to concentrate on large employers, eliminate paperwork, and streamline enforcement

U.S. Proposes Major Changes in Affirmative Action Rules

By Cheryl M. Fields
WASHINGTON

The Department of Labor last month proposed sweeping new fair employment regulations designed to concentrate investigators' attention on large employers, eliminate paperwork, and streamline the enforcement of the equal-job-opportunity concept among colleges, universities, and other federal contract-holders.

The regulations would attempt to simplify and standardize the enforcement of a federal executive order that bars job bias on grounds of race, color, religion, sex, or national origin. The executive order also requires "affirmative action" by institutions and businesses that have discriminated in the past.

The Labor Department also announced that it planned to reduce from 16 to 10 the number of federal agencies that will be given the responsibility of enforcing the ex-

ecutive order and its affirmative-action requirements. The Department of Health, Education, and Welfare will remain responsible for overseeing the fair-employment efforts of colleges and universities holding non-construction contracts from the government.

Unwieldy Bulk of Statistics

The Labor Department wants federal agencies enforcing the order to concentrate on investigating complaints that charge employers with large-scale patterns of discrimination. Complaints on behalf of individuals that do not allege such widespread problems would generally be referred to the Equal Employment Opportunity Commission.

By shortening the statistical reports required of contractors, the regulations are designed to eliminate the "unfortunate results" of existing affirmative-action policies that resulted in "an

unwieldy bulk of unanalyzed statistics...based on knowledge that frankly isn't there," John C. Read, Assistant Secretary of Labor for Employment Standards, said.

In higher education, one of the most important aspects of the new proposals would be a reduction in the number of factors that contractors would have to consider in setting employment goals and timetables for hiring women and members of minority groups.

The requirement that contract-holders set such goals, even for faculty members, has been widely criticized in the academic community. There had been some hope on the campuses that hiring goals would be dropped.

The Labor Department proposal offers, for public comment, two alternative plans that employers could use to analyze their work forces and set goals. Both alternatives would allow employers to lump together jobs with a small number of employees so that the hiring goals would be realistic, not fractional, numbers, officials said.

The department's "Alternative B" would, in addition, ask contractors to consider, as part of their affirmative-action responsibility, undertaking more training programs "to increase the supply and thus the consequent employment of qualified women and minorities," the Labor Department said.

Alternative B was suggested by a committee chaired by Robben W. Fleming, president of the University of Michigan, which had been ad-

vising the Labor Department on the problems higher-education institutions had had with existing affirmative-action regulations. College sources said Princeton University's President William G. Bowen was the chief author of Alternative B.

Other points of particular interest to higher education in the proposed guidelines:

- A requirement for written affirmative-action plans from employers only if they have more than 100 employees and contracts of \$100,000 or more. Existing rules require such plans if a contractor has 50 employees and a contract of \$50,000 or more.

- A requirement that agencies such as H.E.W. conduct pre-award compliance reviews "only if a federal agency wants to award an institution a contract of \$10 million or more. Currently, reviews of an institution's compliance with the executive order are to be conducted if contracts of \$1-million or more are being considered.

- Elimination of a section spelling out specific techniques for affirmative action "to permit contractors the latitude to tailor such measures to fit their own legitimate employment structure, operations, and local circumstances."

- Retention of a provision allowing third parties to file complaints on behalf of "classes of minorities or women wishing to remain anonymous."

From The Chronicle of Higher Education, Sept. 20, 1976.

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

Vacancy

Chairmanship of the Academic Freedom and Tenure Committee

Three year term to commence in September 1977

Qualifications: experience in the work of a local faculty association, particularly in relation to the handling of grievances
experience of the working practices of the CAUT (e.g. service on the Academic Freedom and Tenure Committee, the Board, Council, or other committees of the CAUT).

Nominations may be made by any member of CAUT and should include a curriculum vitae and a letter from the candidate stating that he is prepared to serve the three-year term. The Academic Freedom and Tenure Committee meets five times a year. The Chairman must be prepared to handle a considerable amount of correspondence in conjunction with the Executive Secretary in relation to grievance cases and must be prepared to undertake a certain amount of travel. The Chairman of the Academic Freedom and Tenure Committee is ex officio member of the CAUT Board and Council.

Nominations should be sent to the Executive Secretary, 66 Lisgar, Ottawa K2P 0C1 by January 15, 1977. Nominations will be considered by the Academic Freedom and Tenure Committee in January and recommendations will go to the CAUT Board in March.

ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

Poste vacant

Présidence du Comité de la liberté universitaire et de la permanence de l'emploi

Mandat de trois ans qui commencera en septembre 1977

Qualités requises: expérience de travail au sein d'une association locale de professeurs, particulièrement dans le domaine du règlement des griefs.
Expérience des pratiques de travail de l'ACPU (par ex. avoir fait partie du Comité de la liberté universitaire et de la permanence de l'emploi, du Bureau de direction, du Conseil, ou d'autres comités de l'ACPU).

Les candidats peuvent être présentés par n'importe quel membre de l'ACPU et il faudra fournir le curriculum vitae du candidat et une lettre de ce dernier où il se dit prêt à remplir le poste pour le mandat de trois ans. Le Comité de la liberté universitaire et de la permanence de l'emploi se réunit cinq fois l'an. Le président devra se charger d'une correspondance très volumineuse de concert avec le secrétaire général au sujet des cas de griefs et il sera appelé à voyager de temps à autre. Le président du Comité de la liberté universitaire et de la permanence de l'emploi est d'office membre du Conseil et du Bureau de direction de l'ACPU.

Les candidatures doivent être envoyées au secrétaire général de l'ACPU, 66 Lisgar, Ottawa K2P 0C1, avant le 5 janvier, 1977. Les candidatures seront étudiées par le Comité de la liberté universitaire et de la permanence de l'emploi en janvier et des recommandations seront envoyées au Bureau de direction en mars.

Preliminary
1976 - 77

C.A.U.T. FLIGHT PROGRAMME CHRISTMAS 1976/7 SPECIAL GROUP FLIGHT

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Sun. JAN. 2/77 - London/Toronto
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HALF-YEAR SABBATICAL GROUPS 1976/7/8

Ref. No.	TORONTO/PARIS/TORONTO (1976-1977)					
Y230	Dec. 30	(Thu)	-	July 20	(Wed)	\$380
TORONTO/LONDON/TORONTO (1977)						
Y106	Jan. 6	(Thu)	-	Apr. 4	(Mon)	\$372
Y110	Jan. 10	(Mon)	-	June 30	(Thu)	\$372
Y301	March 1	(Tue)	-	July 1	(Fri)	\$372
Y530	May 30	(Mon)	-	Dec. 2	(Fri)	\$372
Y630	June 30	(Thu)	-	Dec. 16	(Fri)	\$464
Y904	Sept. 4	(Sun)	-	Dec. 19	(Mon)	\$372
Y805	Jan. 5	(Thu)	-	July 31	(Mon)	\$372
	(1978)			(1978)		

FULL YEAR SABBATICAL GROUPS 1977/8

Ref. No.	TORONTO/LONDON/TORONTO					
Y627	June 27	(Mon)	-	June 26	(Mon)	\$464
Y801	Aug. 1	(Mon)	-	July 31	(Mon)	\$464
Y901	Sept. 1	(Thu)	-	Aug. 31	(Thu)	\$372
TORONTO/PARIS/TORONTO						
F901	Sept. 1	(Thu)	-	Aug. 31	(Thu)	\$380
MONTREAL/PARIS/MONTREAL						
M901	Sept. 1	(Thu)	-	Aug. 31	(Thu)	\$356

SUMMER GROUP FLIGHTS 1977

Ref. No.	TORONTO/LONDON/TORONTO					
T529	May 29	(Sun)	-	Sept. 1	(Thu)	\$372
T629	June 29	(Wed)	-	Aug. 26	(Fri)	\$464
TORONTO/PARIS/TORONTO						
F529	May 29	(Sun)	-	Sept. 1	(Thu)	\$380
Ref. No.	MONTREAL/PARIS/MONTREAL					
P512	May 12	(Thu)	-	Aug. 26	(Fri)	\$356
P529	May 29	(Sun)	-	Sept. 1	(Thu)	\$356
P630	June 30	(Thu)	-	Sept. 2	(Fri)	\$450

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1) Calgary	\$432	\$534		1) \$440	\$544
2) Vancouver	\$462	\$569		2) \$470	\$579
3) Winnipeg	\$403	\$494		2) \$410	\$504

(S) Shoulder Season departures all except June flights which fall into Peak Season (P)

(Note — all fares quoted above are per current tariffs and subject to change)

ALL GROUP FLIGHTS LISTED are subject to rules contained in the 1976 C.A.U.T. Flight Programme. Fares quoted are per adult plus \$8 Canadian transportation tax, children 2 through 11 years pay 50% plus \$4 tax, infants under 2 years 10% of the Montreal fares.

CHARTER FLIGHTS 1977

Ref. No.	TORONTO/LONDON/TORONTO					
C1	May 8	(Sun)	-	Sept. 4	(Sun)	\$299
C2	May 15	(Sun)	-	Aug. 7	(Sun)	\$309
C3	May 19	(Thu)	-	Aug. 27	(Sat)	\$309
C4	May 26	(Thu)	-	Aug. 25	(Thu)	\$309
C5	June 29	(Wed)	-	Sept. 1	(Thu)	\$369
Ref. No.	TORONTO/ROME/TORONTO					
RC1	June 16	(Thu)	-	Aug. 24	(Wed)	\$429
MONTREAL/LONDON/MONTREAL						
MC1	May 15	(Sun)	-	Aug. 18	(Thu)	\$289
MC2	May 26	(Thu)	-	Aug. 24	(Wed)	\$289

THE CHARTER PROGRAMME is based on the ABC (Advance Booking Charter) regulations. No membership requirements, but reservations must be made 60 days prior to travel. Fares quoted are per seat plus \$8 tax (no discount for children), infants travel fee. Prices shown are 1976 rates, subject to change when 1977 fares are published. Registrations with \$50 deposit accepted now pending receipt of new rates when booking may be reconfirmed or refund of deposit requested.

GROUP FLIGHTS to AUSTRALIA 1976/7

Ref. No.	LOS ANGELES/SYDNEY/LOS ANGELES					
A1206	Dec. 6	(Mon)	-	Jan. 7	(Fri)	\$835
A1208	Dec. 8	(Wed)	-	Jan. 12	(Wed)	\$835
A1210	Dec. 10	(Fri)	-	Jan. 14	(Fri)	\$835
A1213	Dec. 13	(Mon)	-	Jan. 26	(Wed)	\$835
A-128	Jan. 28	(Fri)	-	Mar. 2	(Wed)	\$835
A-314	Mar. 14	(Mon)	-	Apr. 12	(Tue)	\$835
A-422	Apr. 22	(Fri)	-	May 13	(Fri)	\$835
A-429	Apr. 29	(Fri)	-	May 13	(Fri)	\$835
A-527	May 27	(Fri)	-	June 25	(Sat)	\$835
A-708	July 8	(Fri)	-	Aug. 5	(Fri)	\$835
A-710	July 10	(Sun)	-	Aug. 28	(Sun)	\$835
A1002	Oct. 2	(Sun)	-	Nov. 5	(Sat)	\$835
A1209	Dec. 9	(Fri)	-	Jan. 17	(Tue)	\$835
A7210	Dec. 10	(Sat)	-	Jan. 21	(Sat)	\$835
Ref. No.	VANCOUVER SYDNEY VANCOUVER					
V1203	Dec. 3	(Fri)	-	Jan. 8	(Sat)	\$835
V1208	Dec. 8	(Wed)	-	Jan. 15	(Sat)	\$835
V1215	Dec. 15	(Wed)	-	Jan. 15	(Sat)	\$835
V1216	Dec. 16	(Thu)	-	Jan. 3	(Mon)	\$835
V1217	Dec. 17	(Fri)	-	Jan. 29	(Sat)	\$835
V-128	Jan. 28	(Fri)	-	Mar. 5	(Sat)	\$835
V-311	Mar. 11	(Fri)	-	Apr. 9	(Sat)	\$835
V-708	July 8	(Fri)	-	Aug. 6	(Sat)	\$835
V1202	Dec. 2	(Fri)	-	Jan. 7	(Sat)	\$835
V1207	Dec. 7	(Wed)	-	Jan. 7	(Sat)	\$835
V1209	Dec. 9	(Fri)	-	Jan. 14	(Sat)	\$835
V1214	Dec. 14	(Wed)	-	Jan. 28	(Sat)	\$835
V1216	Dec. 16	(Fri)	-	Jan. 14	(Sat)	\$835

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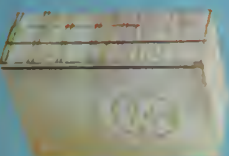
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Inflation: a Powerful Tool in Government Science Policy

by Harold H. Harvey

In the late 1960's, the government of Canada decided: i) that applied research and technology needed to be encouraged through better financial support from government, ii) that the amount of money available for this purpose was strictly limited, iii) that the required funds could be generated in part by freezing both research spending and granting-in-aid of university research at the National Research Council, iv) inflation would be allowed to erode away the research effort in both the NRC labs and the universities. The vehicle for this decision was the Hon. Charles M. Drury, President of Treasury Board and the minister responsible for the National Research Council of Canada. Almost a decade later, the 5,000 recipients of grants-in-aid of research are still asking 'I wonder where the money went?' and shunning the reality that there has been a profound shift in federal government policy in science funding.

Le gouvernement du Canada, a décidé,

vers la fin de l'année 1960: i) que la recherche et la technologie devraient être encouragées par un meilleur appui financier du gouvernement, ii) que le montant d'argent disponible pour cette fin était très restreint, iii) que les fonds requis pourraient être obtenus en gelant d'un côté les dépenses de recherche, et les subventions d'aide de recherches universitaires au Conseil National de Recherches, iv) que l'inflation pourrait détruire les efforts de la recherche entrepris par les laboratoires du CNR et les universités. La personne responsable de cette décision était l'honorable Charles M. Drury, Président du Conseil du Trésor et ministre responsable pour le Conseil National de Recherches du Canada. Presque dix ans plus tard, les 5,000 récipiendaires de subventions d'aide à la recherche se demandent encore 'Je me demande où l'argent est parti?' en évitant de faire la constatation qu'il pourrait y avoir un profond changement dans la politique fédérale gouvernementale dans le domaine financier de la science.

Introduction

Scientists outside of academia have become increasingly aware that all is not well with their colleagues within the universities. The symptoms are clear enough: professors at the door begging for research contracts, the inability of professors to enter into cost-shared joint-research efforts, a reduction in graduate students available for employment, fewer students trained in the costly sub-disciplines involving field work, students trained on superceded equipment, the paucity of graduate students at scientific meetings, and such like. The newspapers of course are full of reports on the dire straits of universities in general. But this general poverty alone does not explain the reduction in research and graduate training. For scientists employed in the private sector, or by federal or provincial governments, this has been a period of continuing or expanding research and development. This prompted the author to attempt an article commenting broadly on the changes that have been taking place in financial support for scientific research in Canadian universities.

Inflation takes its toll

Traditionally, the major source of financial support for professorial and graduate research has been the National Research Council of Canada. During the five-year period 1969-74 NRC funding increased 6.2 per cent (NRC, 1970-74). During the period 1968-73 university enrolments rose 25 per cent and undergraduate enrolment in biology for example, increased 130 per cent (Geen, 1974). At least part of this increased enrolment was manifest in increased staff in biology departments and hence in an increase in the number of biology grants-in-aid issued, from 1027 in 1969 to 1179 in 1974. With the total amount of grant funds virtually fixed, the individual portions of the financial pie could only get smaller, and the average grant (operating plus equipment) declined from \$9219 in 1969 to \$8908 in 1974 in the four biological sciences, and more applicants were turned down.

Were the years 1969-74 a period of constant dollar value, the effectiveness of the research effort could be expected to decline, due to the costs of increasing sophistication in science. A figure of 5 per cent per annum is commonly used as an overall measure of such sophistication costs, but varies between

sub-disciplines. As we all know, the years 1969-74 were not marked by constant dollars. The Consumer Price Index rose 24.7 per cent. This however is a poor measure of the effect of inflation on science. The CPI for example permits of substitutions in the market basket, but one does not switch to cheaper substitute chemicals in the laboratory as one switches from beef to poultry with a rise in the price of beef. Science is labor intensive and as wages increase, science costs rise more rapidly than CPI would indicate. Many of the materials used in science are energy-intensive and in the single year 1974, laboratory supplies and equipment rose 16½ per cent in price (Canlab, person, commun.) with glassware up 21 per cent and organic chemicals 30-400 per cent (British Drug Houses, person, commun.).

A better measure of the effect of inflation on science is the Implicit Price Index of Gross National Expenditures. GNE is a composite of 300 goods and services. Using 1969 as the base, IPI rose 38 per cent in 1969-74. Correcting NRC granting during this period, the 6 per cent increase becomes effectively a 34 per cent reduction (Figure 1). That is, one-third of the university research purchasing-power has been lost within the short span of five years.

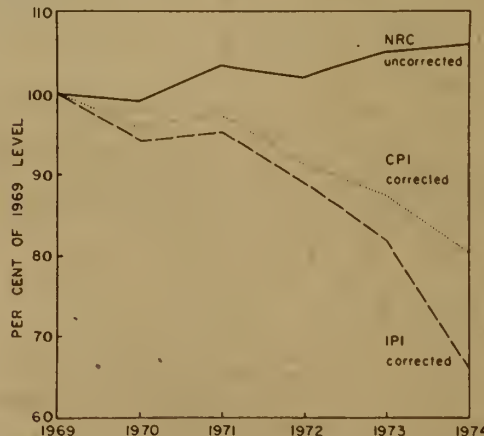


Figure 1

National Research Council of Canada, science research funding to universities expressed as a percent of 1969 level, and corrected for inflation using Consumer Price Index and Implicit Price Index. (CPI and IPI courtesy Statistics Canada.)

This is by no means the first time someone has pointed out the effect of inflation on the NRC budget. NRC President Schneider in his report for 1972-73 (NRC, 1973) in effect advised his minister what was happening and the consequences. Another NRC document, entitled A Perspective 1969-70 to 1974-75, which appeared in 1974 was a curious one with two figures and eight tables, but without an author or a word of interpretation (NRC, 1974).

Meanwhile elsewhere

An obvious question is, has this freeze on university research funding occurred elsewhere? The answer is apparent in a glance at Figure 2. (The format for this figure was taken from A Perspective but the raw data was obtained from the original source.) Five other industrial nations all show substantial increases from their 1969 level of funding for university research. These range from a low of 48 per cent for the US if US budget estimates are followed, this will reach 79.5 per cent by 1976) to a high of 156 per cent for West Germany.

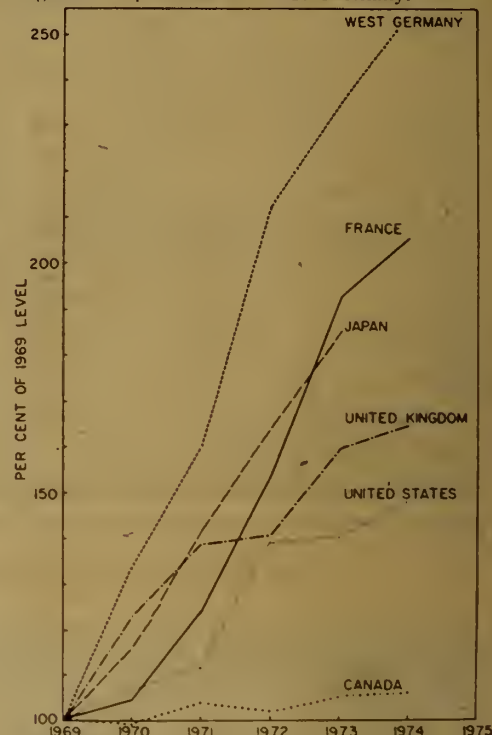


Figure 2

Support for science research in universities, six industrial nations, for the 5-year period 1969-74. The curves shown are for the largest single granting agency, but this makes up a different fraction of total funding in each country. Canada: National Research Council, scholarships and grants-in-aid of research. Annual Reports 1969-70 to 1973-74: personal commun. 1974-75.

United States: National Science Foundation, total budget of which about 40% is for university research grants. This can be separated in NSF Annual Reports, 1969-73, but not in budget estimates ('Special analyses, Budget of US Govt., Fiscal Year 1976') 1974-76.

Japan: Total science research and development funds to universities and colleges, but not including institutes or industry. Source: Japan Embassy.

United Kingdom: Science Research Council, total budget, including six research establishments which make up a small part of the science expenditure. Sources: Reports of the Council, 1969-74, and person. commun. British High Commission.

West Germany: Deutsche Forschungsgemeinschaft. This is a large, self-governing authority funded by the federal and state governments and private donors. 90% of funds are for research support the remainder for scholarships travel and publication. Source: Tätigkeitbericht, and person. commun., Deutsche Forschungsgemeinschaft.

France: Centre National de la Recherche Scientifique. The Centre funds research in academic centres and in its own research institutes. Source: Rapport d'Activité and person. commun., French Embassy.

Some of these nations faced serious financial problems during this period (Canada did not) but university research funding increased (Canada did not). Thus there is no universal pattern of reduced university support; what has happened in Canada is uniquely Canadian.

It could of course be argued that the absolute

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level of spending for university research in Canada was exceptionally high compared with other countries, and that the cut-back in Canadian spending simply has redressed this imbalance. Such an hypothesis is difficult to test within the narrow area of funding for scientific research in universities, in that the mandates of granting agencies in different countries are quite different, the amount of research that funds will buy in different countries also differs, overhead varies on research funds, as does direct university support, and such like. In Table 1 the ten nations spending the largest amounts of Higher Education, Research and Development are compared on a per capita basis. Canada compares closely with the US, West Germany, Netherlands, Sweden and Belgium. A comparison based on such spending as a fraction of Gross National Product would of course be less flattering to Canada. The freeze on university research funding before, during and after 1971 clearly cannot be justified on the basis that Canadian spending in this sector was excessive.

Table 1
Spending on R&D through higher education, ten nations ranked by expenditures

Country	1971 spending for R&D in higher education (mil. \$ US)	1971 population (millions)	1971 spending per capita (\$ US)
USA	3,786	203.2	18.65
West Germany	859	59.4	14.55
Japan	752	103.7	7.30
France	433	49.8	8.83
Canada	312	21.6	14.85
United Kingdom	219	55.3	3.98
Italy	162	54.0	3.00
Netherlands	160	11.4	14.54
Sweden	124	8.1	15.50
Belgium	108	9.7	12.00

The myth of excessive research

Apparently what concerned the federal government, specifically Treasury Board, was the growth in the amount of research being done in universities relative to government and industry (Figure 3). The university share had risen from 8.5 per cent in 1957 to 23 per cent in 1967. The decision to stop and then reverse this process was taken several years before the Senate Special Committee on Science Policy was struck and issued its report (Senate Special Committee, 1970, 1972, 1973.).

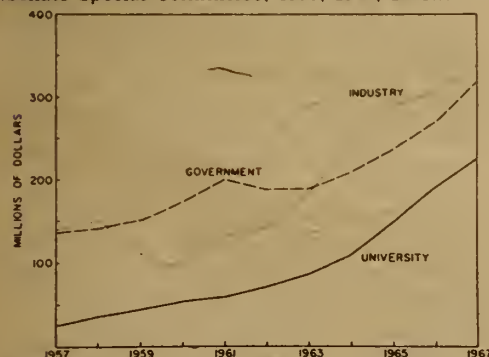


Figure 3
R&D expenditures by three performance sectors in Canada.
SOURCE: A Science Policy for Canada, Vol. 1, p. 127.

The Lamontagne Committee expressed great concern at the lack of R&D in Canada, most especially in the area of development. It questioned both the wisdom and the possibility of exporting raw materials and importing manufactured goods. The failure of Canadian manufacturing to penetrate world markets, the Committee attributed to weakness in technological innovation. The Lamontagne Report specifically recommended that expenditures on basic research be reduced from about 25 per cent of total R&D in 1967 to 10 per cent by 1980; 10 per cent being the approximate level of other industrial nations. The Senate Committee recommended also that gross expenditures on R&D be doubled by 1980. Coupled with an increase in the gross national product, these two recommendations would have resulted in an increase in the absolute amount of basic research done in Canada.

There were some assumptions implicit in the action of Treasury Board and the report of the Senate Committee which need to be made explicit. One was that all university research sponsored through grants-in-aid was basic. A look through the Annual

Reports on Scholarships and Grants in Aid of research (NRC 1970-74) reveals that much of the work would fall in the classifications 'applied' and 'developmental' research as defined in the Frascati Manual (OECD, 1970). Another assumption was that basic research could be reduced significantly in Canada if NRC in-house funding also was frozen. In fact, however intramural basic research accounted for only 24 per cent of total in-house expenditures (NRC, 1973).

The Senate Committee had and conveyed the conviction that the amount of basic or fundamental research done in Canada was excessive. Specifically that at the time of writing the first volume (1971) basic research was 2½ times larger than it should be. The data are now available to test the validity of this crucial evaluation, the OECD having just published the statistics for 1971.

Table 2
Basic research as a percentage of total R&D, all reporting countries.

Country	Per cent basic	Country	Per cent basic
Belgium	24.6	Ireland	9.8
Canada	21.4	Italy	15.3
Denmark	20.7	Norway	18.8
Finland	17.5	Portugal	21.8
France	18.5	Spain	17.8
Germany	26.9	Sweden	16.7
Greece	21.9	USA	14.7
Iceland	24.0		

SOURCE: OECD International Statistical Year 1971, Vol. 5. Total Tables, Statistical Tables and Notes, Paris, 1974, 173 p.

It is obvious from Table 2 that basic research in Canada, as a percentage of total R&D, is completely consistent with that of other nations. To argue that it is 2½ times too high is nonsense. The argument that it needs to be reduced to 10 per cent of total R&D is irrational. It is misleading to compare percentage of basic R&D in Canada with that of the USA, where the absolute amount of basic research is large, but the percentage is small because of the enormous amount of applied and developmental research. Nonetheless this low US figure was accepted by the Senate Committee as the norm against which Canada was to be compared.

The Lamontagne Committee recommended also that R&D in Canada be accelerated greatly and that it reach 2.5 per cent of GNP by 1980 (3 per cent was considered ideal, but unattainable). A glance at Figure 4 reveals that Canada is the lowest of the six industrial nations compared in Figure 2 (not included in Figure 4, but also above Canada: Netherlands, Belgium, and Norway). It is obvious also that Canada is farther from reaching the goal of 2.5 per cent of GNP for R&D than it was when the Lamontagne Committee met.

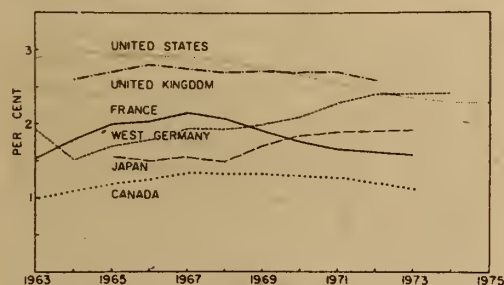


Figure 4
Research and development expressed as a per cent of Gross National Product for six industrial nations.

US R&D expenditures do not include capital costs of facilities, but instead contain depreciation allowance. In recent years OECD has begun using GDP (Gross Domestic Product) in preference to GNP, and R&D as a per cent of GNP was calculated from R&D as a per cent of GDP.

SOURCES: US National Science Foundation, OECD Statistics Canada.

An understanding of the weakness of R&D in Canada is to be found in an examination of the composition of the economy. Primary production accounts for a disproportionately large part of the economy. R&D in agriculture, forestry, mining, oil, gas and steel, for example, is not large relative to the total value of the product. The secondary sector is that portion of industrial economies which has the highest R&D input. In Canada, manufacturing makes up a disproportionately small fraction of the economy, and is growing slowly relative to the

other sectors (ECC, 1972a). A further complication in Canada is that a considerable part of secondary industry is foreign-owned and much of the associated R&D is done in the country of the parent company and imported for use in Canada. Finally, at the tertiary level, the service industries do little R&D, due to the small size of the units (Galbraith, 1958), and because they are not very amenable to technological innovation. Again service industries make up a disproportionately large fraction of the Canadian economy (one-quarter of the labor force, rising to one-third by 1980 (ECC, 1972a). The Economic Council of Canada (ECC, 1972b) recognized this strange distribution of the Canadian economy, and the implications inherent in it.

It follows from the above that R&D in Canada will be small in relation to the economy as a whole (Figure 4). Given this weakness of R&D in the sector where it should be strongest, it follows that what would be a normal amount of R&D in universities elsewhere, when viewed in absolute or per capita amount, becomes excessive in Canada when viewed (as by the Senate Committee) as a fraction of the small overall R&D effort in the country. To erode rapidly university research support because of the deficiency of R&D in the private sector, is in the vernacular, cutting off the nose to spite the face. In the shibboleth of the academic, it is stripmining the slopes of Mount Parnassus (Evans, 1974).

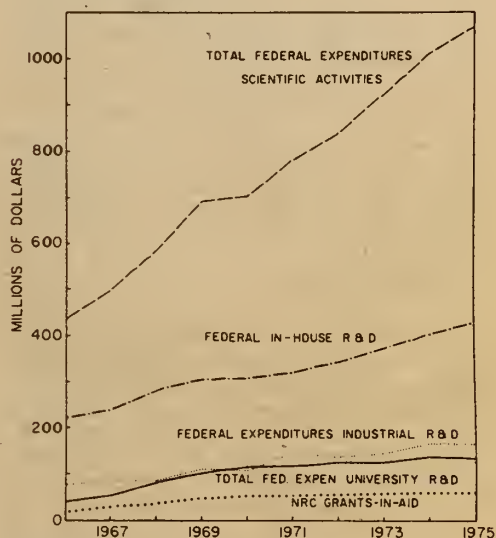


Figure 5
Comparison of federal expenditures on R&D by sector of performance.
SOURCE: Statistics Canada, Catalogue 13-202.

Neither the desired reduction in fundamental research nor the desired increase in developmental research has been achieved, despite the lengthy freeze in funding for universities. The clinker, of course, is the continued increase in federal scientific activities (Figure 5). In the period 1969-74, total federal intramural R&D increased 46 per cent and intramural basic research increased about 70 per cent (Statistics Canada, 1975). The period of the first half of the 1970's, during which the Lamontagne Committee called for an end to federal expansion in research, was the period of construction and staffing of some of the largest federal laboratories such as the Canada Centre for Inland Waters, Burlington, and the Freshwater Institute, Winnipeg. The result is that as universities do less fundamental research, the federal government does more, and the required overall reduction to 10 per cent basic is not achieved. Federal government intramural basic research is itself well above 10 per cent and rising (Table 3). (My purpose is not to argue that federal in-house fundamental research is excessive, but rather that there is no rational basis for a double standard, to wit, basic research must be reduced in universities and expanded in federal laboratories.)

To turn the screws on university funding is relatively easy; it can be managed through a single agency. (If the Senate Committee foresaw that the burden for the huge cut would fall entirely on the universities and the NRC, it did not betray this in-

Cont'd on p. 18

The master of fine arts and master of visual art: graduate studio degrees in Canada

Dans cet article, le Pr Chalmers examine l'établissement et retrace le développement des programmes d'études supérieures des beaux arts dans les universités canadiennes. Il examine le rôle des artistes dans le milieu universitaire et fait le rapprochement entre certaines observations des étudiants diplômés en beaux-arts sur la nature de l'enseignement de l'art à leurs yeux; il jette aussi le regard sur les fonctions exercées à par l'art et les emplois qui en sont faits pour ce qui est de refléter la vie social, politique, religieuse et économique d'une culture donnée.

L'auteur fait valoir que, si, comme certaines enquêtes le montrent, certains des programmes d'études supérieures des beaux-arts visent à former des professeurs d'art pour les collèges et universités ainsi qu'à inculquer à l'artiste la volonté de s'épanouir, il faudrait alors amplifier et améliorer les programmes existants.

F. Graeme Chalmers

Whereas art historians fit more neatly into the academic mould and appear to be more at home in colleges and universities, (their appointments are generally not so recent, they do research and publish, rather than "create" and have shows) the creative artist is often ill-at-ease. Art history is well established at most of the older Canadian universities, sometimes almost to the exclusion of creative work in the visual arts. It is academically respectable. Chairpeople of art departments often tend to be art historians or art educators rather than studio practitioners. Perhaps there is something frightening about the artist let loose, or perhaps the artist is too involved with his own work that he does not seek extra responsibilities and administrative involvement. A comment made by that traditional Academic, Professor Loftus, of television's *Doctor in the House* is worthy of note. When it was suggested that the students at St. Swithin's should be allowed the freedom to elect their own courses, he replied: "We're running a hospital, not a bloody art school!" The media as well as art historians, and of course artists themselves, have portrayed the artist as irresponsible and convention breaking — a threat to the established order of things to be sure.

Security to create

Mount Allison was the first university in Canada to introduce a degree programme in the studio aspect of the visual arts. Art schools had existed previously, and continue to exist as independent,

but usually provincially funded entities. There is increasing feeling, often from within art schools, that they should award degrees rather than certificates and diplomas. The Nova Scotia College of Art and Design has been doing so for the last several years. Some such as the Ecoles des beaux arts in Montreal and Quebec City have become university faculties. The future of such venerable institutions as the Ontario College of Art and the Vancouver School of Art as well as the place of the fine and performing arts at newer universities such as Simon Fraser have been much discussed in recent years. But the relationship between artists, art school administrators, and universities has been no easier in Canada than elsewhere — particularly not when it comes to graduate degrees. On the one hand the artist seems to find the confinement and expectations of academic existence stifling and may rather make art elsewhere; but on the other hand he realizes that although learning cannot be guaranteed by a sheepskin he has little choice but to be where he is, particularly if he wants to teach art in an age of credentials, stamps, and labels. Also as sculptor, printmaker, or film-maker he probably has better equipment and facilities in a college or university than he could ever hope to obtain for himself. Also he can obtain loans and the occasional bursary. So the simple attraction of a place to work for two years is a strong one, even if that place is not always all that sympathetic. Also, in Canada as elsewhere, the young artist can now find many leading artists teaching in university art departments and a conducive, supportive mini-environment can sometimes be found in a larger department.

Doctorates in studio and creative areas are regarded with suspicion and colloquially termed "Mickey Mouse" degrees, and the Master of Fine Arts degree (M.F.A.) was acclaimed as the terminal degree by the College Art Association in 1960. This is only one of the events that has meant that the creative artist who does not have the

... a sculptor, print-maker or a film-maker has better facilities and equipment in a college or university that he could hope to obtain for himself.

necessary degrees is severely handicapped — particularly if he chooses to teach in higher education, as many artists do. Graduate education in studio art (even at the Master's level) is regarded with a hint of cynicism by many. As Fred Schwartz suggested in a 1972 conference speech to the Institute for the Study of Art in Education:

"Graduate education in the (studio) fine arts is more often form than substance..." M.F.A. programmes are criticised because they coddle many who could not survive if forced to equip their own studios, search for their own imagery and arrange their own exhibitions in a private gallery rather than a protected university environment. In fact, in the U.S. at the present time there is a tremendous glut of persons with M.F.A. degrees seeking college and university positions. It is not unusual for a vacant studio position, even here in Canada, to attract several hundred applicants — most with the M.F.A. degree but little experience in either teaching or sustained artistic activity outside of a school situation. On the other hand M.F.A. programmes can be defended simply because they try to provide a transitional period between completion of an undergraduate degree and deciding you really want to be an artist; and being equipped to deal with that tough real world of dealers and critics. Many programmes include courses with titles such as "Problems of the Contemporary Artist" or "Professional Practice." The Nova Scotia College of Art and Design states that its programme is geared specifically toward the preparation of teachers of art at the college and university levels.

Preparing teacher-artists

A few Canadian universities have been offering graduate degrees in art history and art education for a number of years but two-year M.F.A. and M.V.A. studio programmes are comparatively new here. The first, a Master of Visual Arts, was begun at the University of Alberta, some five years ago. A year later a M.F.A. programme began at Sir George Williams (now Concordia) University in Montreal. These initial beginnings were followed closely by a programme at the Nova Scotia College of Art and Design, and two years ago at York University. Other institutions have similar programmes under study. The rationale for these programmes points to the presumed need to prepare Canada's new professional artists and university and college art teachers in Canada.

The typical M.F.A./M.V.A. programme consists of a least two years of concentrated work in the studio, sometimes working in one media, sometimes in several, sometimes taking complementary studies in areas such as computer technology (in the case of a printmaker) or engineering (in the case of an environmental sculptor and conceptualist). The studio work culminates in an exhibition and/or a "creative thesis." Hélène Gagné of Concordia University has provided the following definition of a "creative thesis":

A thesis can be defined as a meaningful contribution to a given field of knowledge through the consistent development of an original idea.

The given field of knowledge of the M.F.A. programme is the fine arts in one of its specific areas — studio, i.e. in the M.F.A. we are mainly concerned with the domain of the discipline: the making.

I will try here to relate the terms used in the definition of a thesis to this specific area. It must be clearly understood that I do not restrict a thesis in fine arts to this area only. Any topic related to the methodological structure of the discipline — the theories of art, or to the history of the discipline, the history of art — is a valid one. It remains, however, that each of the three areas implies attitudes, methods and techniques which differ according to the nature of the act the area commands. The making of art depends upon the operations of the creative imagination and not like theories of art and history of art upon the operations of reason and reflection. It goes without saying that this basic distinction between the three areas of the discipline is

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made here only for its convenience, to emphasize the fundamental aspects of the processes, but not to exclude any one act from any one area. It seems important to me to underline this distinction because the "creative" thesis has not yet been fully recognized in the official format of a thesis.

In a "creative" thesis the idea is an image. It is that idea called image because it is born in the creative imagination. The image is not an art product per se. It is through an art product (and it does not matter how long the art product remains in existence) — the symbolic revelation of the invisible into the visible. When one gets involved in a creative thesis, one is first confronted with finding an idea which is that image contained in one's own production.

An image is an original not because it has never been made but because it could have never been made such yet. In every being, in every object, in every figure, in every gesture, there is an inexhaustible invisible to be made visible.

To develop an image is to make a work of art. The work may be one piece, a "masterpiece" bringing out a global view of the image; it may be an ensemble in which each piece offers a different perspective of the same image. The work is consistent in as much as it delivers a symbol. The work is not consistent because it explains, demonstrates or proves something about the image but because it visualizes the image. The image that has been made has become an image that can now be seen and internalized.

To be a meaningful contribution to a given field of knowledge, a thesis implies that the image developed into a work to be transmitted to as many people as possible, to all those concerned with the idea. In order to be transmitted, the work must be set within a system of communication, i.e. the work must be integrated within a system of signs and symbols by which individuals can exchange ideas. Language, and to be more specific, written words have been the traditional means of communicating an idea developed in a thesis but written words are by no means the only form. Contemporary technology offers today a variety of means of communication or combination of means which may suit better the visual content of a thesis in fine arts. The important point remains that the work be diffused...

To summarize, a thesis in the M.F.A. programme can be, for the studio oriented candidate, an image visualized in paintings, sculptures, graphics, etc., and presented in that form

... art is very self-centered and esoteric. What may be perfectly obvious to the artist is quite baffling to the average man-on-the-street.

which can best insure the diffusion of the original idea.

In addition to the studio work and culminating exhibition and thesis, theoretical or historical studies are usually required. Some institutions require participation of M.F.A. students in undergraduate teaching and provide seminars in which aspects of teaching art in higher education are discussed. Visits of artists, critics, educators, art historians are given "lip service" as being important aspects of M.F.A. programmes, but in reality a rather meagre budget is often allocated to such ventures.

But what is it?

Early in 1975 in order to understand the art interests and orientation of students in M.F.A. studio programmes and particularly how these young artists see themselves vis-a-vis the artist in society I asked all students in M.F.A. and M.V.A. programmes in Canada to respond to the following statement:

Art is used to criticise as well as to support the social order and the social inspiration of art cannot be neglected as a formative factor in art production. Society may never be able to disregard art as a technique of social control and guidance. The artist can be seen as a magician and teacher, mythmaker, psychotherapist, and ascriber of status, propagandist and catalyst of social change. Art functions in culture to transmit the cultural heritage, maintain cer-

tain cultural values and urge change and improvement in others. Social phenomena affect art content and style. Art can be used to express and reflect social status; it has political, religious, and economic functions, and reflects technological aspects of the culture.

The Director of the Graduate Programme was asked to give a copy of this statement to students in the two-year studio programmes at the Nova Scotia College of Art and Design, Concordia University, York University, and the University of Alberta. Each student was asked to respond to the statement in any appropriate way. It was suggested that individuals might wish to support parts of the statement, but not others; or that they may wish to take exception to the whole statement. Alternatively they were invited to select one or two points for comment.

The responses were varied, but sparse. Less than 50% of the statements were returned. It is tempting to attribute this the possible distrust of, and opposition to statements about art (and researchers) that smack of the social scientist rather than the artist; or, to the resistance of "visual" people to commit themselves to words — (the "My art speaks for itself!" syndrome). But we have no real basis upon which to make these assumptions. One student simply stated "That's right," while another stated in equally certain terms (with a felt marker pen) "Hey Chalmers! How would you like your front teeth kicked out?"

Several students agreed with the statement with comments such as: "Yes, my graduate paper was an attempt to prove exactly this and to substantiate it with examples. So an unqualified yes!!!" Another student typed the word "Yes" 468 times on a piece of paper.

Other students confessed to honest bafflement such as the young man who sent me the following poem by Lou Reed:

Heroin
When the blood begins to flow
I don't know
Just where I'm going
But I'm
Going to try
For the Kingdom if I can
'Cause it makes me feel
Just like a man
When I put that spike
Into my veins
Then I tell ya
Things aren't quite the same
When I'm rushin
On my run
And I feel just like
Jesus' Son
And I guess I just don't know
And I guess I just don't know!

One student sent an envelope full of silver glitter with instructions to "open carefully", and a group of students from another part of the country carefully cut out each letter in the statement and returned them in a cellophane package so that they could be shaken into new combinations of nonsense words!

There was a lot of support for the following statement:

As a painter trying to make art, I regard such statements as a bird might regard the study of ornithology (to rephrase a statement by Barnett Newman). I'm too busy trying to paint to consider such statements very closely. I'm not saying I don't consider them seriously; I just don't

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Suny... from p. 7

stronger layoff procedures in its new contract. It has asked for a year's notice of layoffs, a requirement that the university prove that its financial troubles require such extreme action, a guarantee that faculty members will be offered other jobs in S.U.N.Y. before they are laid off, and a requirement that no new staff members be hired until all those who have been laid off have been rehired.

Little progress has been made in the negotiations, however. "What the state wants is to say, 'We can lay off anybody at any time'" Mr. Wakshull says.

If Mr. Wakshull's union fails to get a contract, it may face a formal challenge from the A.A.U.P. or the N.E.A. Mr. Wakshull charges that is one reason state negotiators are stalling: to set up a destructive battle among the three organizations.

Although the N.E.A. has not officially said so, the S.U.N.Y. faculty is thought to be a major target of its drive to win members away from the A.F.T. in New York.

The Reprinted from
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NOTICE TO ADVERTISERS

Please note that beginning with the next issue of the CAUT Bulletin, advertisements which state a final date for submission of applications for a post that is less than thirty (30) days after the date of publication cannot be accepted.

(Publication dates appear in the masthead)

The CAUT Bulletin is also introducing a personal advertisement category in the classified advertising section with the view of encouraging and facilitating possible faculty exchange in Canada on an individual to an individual basis. We are, as well, encouraging our readers to utilize the Bulletin advertising section, for personal advertising. The cost of such advertising is \$1.50 per line. Potential advertisers are asked to contact the CAUT Bulletin advertisement office for information regarding placement of such ads.

sight.) To reduce the research spending of a dozen government departments is difficult to the point of being impossible. The universities are trapped in a Catch-22: each saving in university funding is more than offset by increased federal spending, and the goal of 10 per cent fundamental research remains out of reach. Indeed, it becomes further out of reach: if all university research in the natural sciences was terminated, the goal still could not be achieved, for university funding via grants-in-aid in the natural sciences is now less than a twentieth of total federal spending on science.

It has not been possible to identify any document advocating the changes in research funding which have been brought about. It is probable that no such cabinet document exists. In effect the system does not work that way. Cabinet does recognize areas of research it wishes to enhance, and produces written directives in these instances. Such documents are fairly explicit, and say for instance that Canada will build its own satellites but not launch vehicles, and instead will negotiate for the use of launch vehicles of other countries. Such cabinet directives set high priorities. Funds must be made available for these, and with total funds relatively fixed, lower priority items are cut in part or total. University research *de facto* has had a low priority since the latter half of the last decade. The policy of freezing university funding need not be reaffirmed by cabinet each year, it continues automatically and indefinitely simply because in each annual review of budgetary submissions, funds are allocated to demands with high priorities, for example, welfare.

Table 3

Federal government intramural research and development in the natural sciences

Year	Basic research (thous. \$ Can.)	Total R&D (thous. \$ Can.)	Per cent basic
1973-74	58,847	342,002	17.2
1974-75	65,841	377,696	17.4
1975-76	74,940	407,832	18.4

The choices open to Canadian scientists are many: They can make do with what they have. They can identify themselves with the needs and objectives of Canadian society, as perceived by Cabinet, and thus have access to such funds as are available. They can try to alter the federal perception of the role/value of university research. They can complain to their colleagues, graduate students, technicians, and secretaries, about the paucity of federal funding for research. But they cannot expect the present situation to change either easily or spontaneously.

Summary

1) In terms of purchasing power, university research funds have declined by more than a third in the five years, 1969-74.

2) This erosion of research effort through inflation is unique to Canada among industrial nations.

3) The freezing and erosion of funding for the NRC and through it the universities, preceded by several years the Lamontagne Committee which made a similar recommendation: reduce basic research from 25 per cent to 10 per cent of total R&D.

4) The rationale for freezing university research funding has been examined and found wanting. University-based research was not and is not excessive in either absolute or per capita amount.

5) If the scientific community believes there is a need for a higher priority for funding in the natural sciences, this will have to be communicated to cabinet more effectively in the future than it has been in the past.

Dr. Harvey is on a year's leave from the Department of Zoology, University of Toronto.

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Fine Arts... from p. 17

consider them too closely. Another student sent a rather lengthy response and included in it the following statement:

... Today society has left art so far behind, the dialogue has ceased. Society doesn't understand art, because artists are still playing around with the residue of Renaissance issues, and out in the world it's 1975. Artists get along without approval from society, and society is baffled and confused by artists. Meanwhile (yes even now) the artists think they're avant-garde, when in fact they're way behind their time. Artists aren't leading society anywhere. Artists have become vain and arrogant. Artists who translate Renaissance issues on to the medium of video are not avant-garde. Art about art about art is boring to all except artists. And we as artists will ignore society at our peril.

I haven't researched it yet, but it seems certain that by far the largest sponsorship for contemporary artists comes from the art schools and departments. This is an ominous trend in the wrong direction. More and more what one has produced is art for art schools. The reason for this is quite possibly that there are too many professional artists. But also that society no longer buys the work, no longer cares about it. Art schools and departments would be hard put to find justification for why they receive public funding, and should have little to complain about (although complain they will) when the money is finally cut off.

I recently visited a friend in mental hospital. He had previously been at an art college, and for all the world couldn't see any difference. In the mental hospital, every day he would go down to the art room, indulge in his occupational therapy, and then talk about its results, and how it related to him and his personal problems...

... like universities, art schools have become arrogant. They cloister themselves away, rather

... like universities, art schools have become arrogant. They cloister themselves away rather than encourage a dialogue with society... Society is going to ask whether they are becoming useless, and the answer will be 'yes, they are'.

than encourage a dialogue with society. But if they don't change, they will have to pay for their arrogance. Society is going to ask if they are becoming useless, and the answer will be "yes they are." Artists and art schools must begin a dialogue. We can influence society, but only if we're willing to also let society influence us. The whole concept of being an artist needs to be thrust into the twentieth century...

There is a fashion among the avant-garde artists (those who were pretending to be linguistic philosophers and reading their Wittgenstein (*The Principles of Art History*) five years ago) to be sociologists... does the artist change society or support the existing power structure? Currently the artist is neither magician, nor is he teaching people anything...

I've talked mainly about art schools... art schools must become responsible. Must start listening to society, talking to society, if necessary educating society. That should be their function now. But, alas, I see no signs.

A number of students saw a distinction between "high" art and "popular" art, with "high" art (that which they perceive themselves as being engaged in) becoming increasingly esoteric and self-centered. They saw themselves as being engaged in something "special", e.g.:

... Unfortunately, or perhaps necessarily so art is very self-centered and esoteric. What may

be perfectly obvious to the artist is quite baffling to the average man-on-the-street.

and

... Art is no longer necessary as communication in a literal, informative way. The kind of message communicated by a painting becomes increasingly specialized and esoteric as more people spend more time attached to their television sets...

Does possession of the M.F.A. or M.V.A. mean that one will be a better teacher of art in higher education? A better artist? After reflecting upon the implications of that which I received it is difficult to comment and tempting to let these statements stand as an index to the present thinking of perhaps some of tomorrow's professional artists in this country.

The Commission on Canadian Studies (A.U.C.C.) believes, as do many individuals, that it is time that Canada became self-sufficient in meeting her own needs for graduates in most professions. In terms of M.F.A. programmes Canada may already be self-sufficient if the aims of the presently existing programmes are to produce teachers of art for colleges and universities. (Although if that is the objective one could still question the means of achieving it). If the M.F.A. is intended for self-actualization and fulfillment as an artist (the two aims need not be separate) then a case might be made for expanding and improving existing programmes.

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Books

Good teaching, good learning

Report on Teaching: 1. Change Magazine, New Rochelle, N.Y. March 1976. Pp. 64.

Teaching and research head the list of activities normally expected of university faculty members. However, the conflict generated by the attempt to excel in both areas is a frequent source of aggravation, particularly in view of the apparently inconsistent practice of hiring faculty members to teach but rewarding or punishing them on the basis of their research performance in many cases. At many institutions, academic success still may be achieved by a combination of excellence in research and mediocrity in teaching.

At the same time, it is significant that a recent survey of U.S. faculty members revealed that members of the professoriate committed to teaching outnumber those devoted to research, nine to one (Ladd and Lipset, "How Professors Spend Their Time," *Chronicle of Higher Education*, October 14, 1975). The study concludes that, on the whole, "American academics constitute a teaching profession, not a scholarly one. There is a small number of research-oriented universities." Whether similar conclusions would emerge from any comparable survey of the Canadian scene, is a matter of speculation.

Various manifestations of interest in the recognition and improvement of the teaching function have occurred in recent years: the use of teaching and course evaluation data in the hiring, granting of tenure, and promotion; local and regional teaching awards programs; the establishment of instructional development offices; the founding of journals devoted to the problems of teaching within specific disciplines and the inclusion of teaching sessions in the annual disciplinary association meetings.

A welcome addition to this list is the publication by the editors of *Change* magazine of the first of a series of biannual reports on some notable improvements in undergraduate teaching in American colleges and universities. This project has the cooperation of the major disciplinary associations, which function as screening mechanisms for identifying good teaching efforts of their faculty members, and utilizes evaluators well known in the various disciplines. In general, the focus is on learning goals and outcomes, with stress on the adaptability of the learning experience to other disciplines and institutions, with consideration given to course structure and content, student motivation, retention, and attitudinal change, teacher involvement, evaluation methods, and the like. Cost factors and effects on enrollment are also included. Each Report presents four of the best learning experiences in each of three disciplines, together with brief accounts of several other instructional innovations. References to other descriptions in disciplinary journals and to institutions replicating the programs are appended. The first Report covers chemistry, history, and psychology; others will follow.

Among the major problems besetting the teaching of chemistry are the increasing volume and sophistication of knowledge and the expansion of the student population. An awareness of these difficulties and the problems of the selection of new material and its adaption to existing programs is evident in the descriptions of a variety of chemistry programs which include: the computer-

based teaching system, PLATO IV (Programmed Logic for Automatic Teaching Operation), which prepares students to understand and perform processes in real laboratories, a non-traditional program involving a courseless, contractual approach to learning by researching, a course in environmental chemistry for non-majors stressing scientific language, procedures, and basic concepts, and an innovative inquiry method approach to the undergraduate chemistry curriculum.

History is one of the prime crisis areas; recent years have seen waning student interest, plunging enrolments, the abolition of teaching positions, and a shrivelling job market. Nevertheless, a growing impulse towards innovation in history instruction is taking place. This Report includes an account of an interdisciplinary History Through Media course, juxtaposed with a review of the successes of a more traditional, stand-up lecture course in Modern European History taught by skilled senior faculty members and specially selected doctoral candidates. The advantages and difficulties of a competency-based, alternative approach to a bachelor's degree in history, focussing on the skills and knowledge a historian should command, are also described. A fourth report deals with an attempt to capture the emotional content of the history of the American west through multimedia shows.

In contrast to history, psychology is an expanding field, although recent graduates may have to be content with less desirable teaching positions rather than research-oriented academic posts. At the same time, the undergraduate curriculum is undergoing evident changes with the advent of humanistic and developmental offerings, applied psychology courses, and innovations in teaching methodology. It is appropriate that the teaching of psychology should adapt the methods of the discipline itself to stimulate a more effective presentation of subject matter. The pedagogical potential of Experiment Simulation, a system of teaching research design and strategy through computer simulation, is portrayed as a cheap and efficient substitute for the standard "rat lab" course. Increased student participation in an introductory psychology course is claimed as an effect of the careful selection and training of undergraduate teaching assistants. Preparation of psychology students for paraprofessional careers is enhanced by a personalized self-help course in Mental Hygiene. A combination of conventional and individualized modes of instruction, involving a continuous application of laboratory findings to life situations, characterizes a course in Learning.

A common feature of some programs described in this Report is the high cost in time and money. While many innovative ventures incurred little expense, others were produced with the assistance of foundation grants of a magnitude — up to about a million dollars — unknown in Canada. All instructors agreed, however, that planning, preparation, and maintenance of programs of academic rigor and integrity took more effort than ever was anticipated, comparable to the writing of a major research paper as an intellectual exercise. Moreover, the efforts of innovators did not always meet with acceptance among their colleagues, whose traditional backgrounds generated a resistance to unfamiliar ways. Negative reactions also came from administrators faced with management problems of tuition assessment and FTE calculations involving students in self-paced study programs, for example.

The benefits, it would appear, were all on the side of the students, and that is as it should be. The broader strategies of learning, understanding, and problem-solving, together with the greater degree of student involvement, participation, and choice combined to produce learning experiences more closely related to the students' later professional lives. While the high marks awarded to students in innovative programs might, at first glance, appear to contribute to grade inflation, they are explained as an accurate reflection of student effort and achievement.

Livres

Some anticipated or desirable effects of this series of Reports would include the following:

- encouraging discussion, dissemination, and acceptance of non-traditional teaching methods and stimulating curriculum revision and reform;

- heightened awareness of the contributions of learning theory and educational psychology to the presentation of the subject matter of traditional disciplines;

- increased interest in teacher training programs for graduate students as future academics;

- broadening the role of instructional development programs;

- academic rejuvenation and motivation of students, with less concern for grades and more for the inherent enjoyment of learning experiences;

- strengthening the developing trend towards the recognition of good teaching and elevating first-rate teaching to the status of first-rate research in the academic reward system.

This Report and others in the series are made available for academic purposes at no cost. At the modest handling charge of one dollar, a better bargain in instructional development material cannot be imagined. Inquiries may be directed to: Teaching Project, *Change Magazine*, NBW Tower, New Rochelle, N.Y. 10801.

James B. Hartman

Institutions and people: you can't have one without the other

Power and authority in British Universities; by G.C. Moodie and R. Eustace. McGill, Queen's University Press, Montreal 1974.

Maurice Bowra: a celebration by H. Lloyd - Jones. Duckworth 1974

These two books are entirely different, and in their differences they lead the reader to reflect upon the current problems in British Universities, and perhaps upon important changes which have taken place in them. The first - *Power and authority in British Universities* - is in the traditional style of the political analysis of institutional frameworks. It consists of a painstaking and detailed description of the formal structure of Universities in the United Kingdom, and adds some limited comments about what actually happens. The reader is taken through the constitutions of departments, faculties, schools (where they exist), senates, councils and courts. There are separate chapters on the bureaucracy, the vice-chancellor, and on budgeting. There is also a rather baffled discussion of the role of students and non-professional staff in university 'governance'. Although events have rather overtaken it in the last 5 years, it gives an accurate picture of the constitutional situations in different universities and makes some general points which will be of interest, and possibly of use, to readers unfamiliar with British higher education.

It is an immensely dull book, and in this it captures to a large extent one part of the demoralised atmosphere in the universities. The concern with constitutions, committees, and procedures, which is associated with so much trivial time-wasting and a general air of greyness, emerges strongly, if unintentionally. What is lacking is any feel of reality, any sense that the subject matter is vital to the health of a nation, or that university government involves real people actually doing things. There is no indication, for example, that the members of the senate who have read their papers carefully and

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have taken the time to check their facts seem often to have an influence, or that personalities can be important, or that many matters are effectively decided before a meeting even begins. This was perhaps not the authors' aim, and one should not harp too long on the abstract nature of their work. What is more worrying is their very limited discussion of three major factors affecting decisions.

The first one is the major role played by the government through its financing of the universities. They note, and in some respects exaggerate, this influence. After all, we do have the University Grants Committee to act as a buffer between the institutions and the Department of Education and Science. The U.G.C. does try to implement some parts of government manpower planning: it earmarks monies for medical or social work education, for example. However, in general the University is relatively free to spend the majority of its income in whatever way seems to it to be academically desirable. Decisions on this expenditure, despite the formal lay control in most universities, are in the hands of academics. In all, there is a considerable facade of freedom. The direction of expenditure is, within limits, under academic control. The vital weakness is that the amount of expenditure is not.

The absolute level of expenditure is determined by the government and this affects everything. Can one run a regular tutorial system, does one have a complete run of a journal, are there enough copies of a standard text, can we afford a new calculator, is there money for the specialised computer package essential for our research, can we afford to spend two weeks doing fieldwork without an independent research grant, are sabbaticals possible? All these questions are, in the British context, directly affected by government decisions, and at the moment the effect is adverse. Given this limit, the freedom of academics to govern their own affairs is largely a myth. However decisions are made, there is considerable evidence of vice-chancellors passing down flats from on high, and very little of their passing the grassroots protests back to government. Perhaps if we all charged fees and determined their level...

The second feature is the increasing unionisation of the academic profession, and of other workers within the universities. The AUT (Association of University Teachers) now represents the overwhelming majority of academic and related staff. It negotiates salaries nationally, and is starting to try to influence other terms and conditions of employment. As salaries constitute some seventy-five percent of university budgets, this influence is not negligible. Perhaps more important is the fact that local branches of the AUT are starting to be active in their own institutions. The influence is very uneven, but is clearly growing. The dividing line between trade union and purely academic concerns is narrow, and the AUT increasingly strays across it. Legislation on employment protection and allied matters is being exploited. Not only does the AUT attempt to influence, for example, decisions on the criteria to be used in considering candidates for tenure or promotion, but it also represents individuals and has in some cases ensured that decisions, constitutionally taken, about the fate of those individuals have been reversed. This influence is likely to be greater than that of the relatively unorganised non-professorial staff representatives who currently serve on the constitutional bodies.

Finally, the existence of a network of well-organised and well-financed student politicians is not touched upon. The links of these very serious young people with revolutionaries in the trade unions gives them considerable power, which is reinforced by the inexperience and helplessness of most administrations in the face of direct action, and the weak state of the law on trespassing. Very small groups of students can have, and in some cases do have, an influence out of all proportion to their numbers, affecting not only the distribution of finance, but also academic matters such as the content of courses and methods of assessment.

A formal analysis of structures ignores such dynamic elements as these, and the picture painted is to that extent less clear and accurate.

The second book is a celebration of Sir Maurice

Bowra, formerly Warden of Wadham. The list of contributors contain some famous names - Isaiah Berlin, John Betjeman, Mortimer Wheeler. Bowra was a well-rounded man by the standards of his time, i.e. he knew many people of note, had travelled widely, and was very knowledgeable about the literature of several cultures. His eulogists are in a similar humanities mould. He appears to have been ignorant of the sciences and mathematics and would not be regarded as well-rounded today. By the standards of his time, though, he was a man of stature. For our present purposes, he had two major attributes. He was an able administrator, not merely in the sense that things got done, but also in that new things started. During his wardenship, Wadham's academic reputation rose steadily to place it in the leading ranks. Equally as important, he was a man of personality and wit. He does not sound an uniformly nice man. He took offence, bore grudges, and did not suffer fools gladly. He was, however, a productive scholar, entertaining, stimulating, and intensely alive. Comments about a Vice-Chancellor: "deaths are poor for the time of year", or about a housewife - "a meringue outang", give some of both the bitterness and the imagination of the man. Lord Annan writes that an hour with Bowra was like a blood transfusion. What better epitaph could a teacher want?

This book is much more informal than the other. It is anecdotal, full of reminiscences, enjoyable and

vital. One thing comes through clearly. What mattered to Bowra was the quality of the people around him. He had time for students, and treated academic appointments very seriously. No matter if an applicant was politically dubious, or personally repulsive, if he was a scholar and a teacher, he was welcome. This seems to me to be a crucial point. What matters is a person's effect on other people, not on an organisation.

This is the main difference between the formal political analysis and the anecdotal festschrift. One is about institutions, the other about people. Clearly, one must have a structure within which the widest possible range of views can be expressed, and a communication system to inform people that an issue for discussion is arising. That should not blind us to the need for people. The pressures upon the calibre of staff are a far more serious source of worry than are those upon the structure of government. One of Bowra's letters from the U.S.A. (in 1948) paints a picture which rings true in the U.K. in 1976: "The dons here are very persecuted - the lower dons starved and overworked, sacked without reason at a moment's notice and compelled to lecture on subjects of which they know nothing". It's an exaggeration, but there is more than a grain of truth in it.

If you wish to be informed read Moodie and Eustace, but if you wish to be stimulated, the memories of Bowra will serve you well.

L.G. Moseley

Who is watching those who watch?

The invasion of privacy. By Donald Madgwick and Tony Smythe. Pitman Publishing, 1974. 197p.
Privacy. Compiled and edited by Mervyn Jones. David & Charles, 1974, 230 p.

Both of the books reviewed here are written primarily from a British point of view, but they have relevance as well. The opening chapter of *The Invasion of Privacy* contains some very useful points, obvious enough on reflection but so often neglected in casual argument. The authors draw initially on U.S. cases and judgments, but they also point out that the constitution of the United States provides a basis of protection in law against the invasion of privacy, whereas in Britain no such constitutional rights exist. Both authors have been associated with the English National Council for Civil Liberties, and the book concentrates on a British view. There is a whole chapter on the Younger Committee on Privacy, and its 1972 Report, and another on the problems of the 1971 U.K. Census. On a more general level there is a chapter on computers that displays the customary apprehension of a device that has removed the protection of the inefficiency of two millennia of filing systems. This chapter also makes the very cogent point that the computer is only another piece of office equipment, and any consideration it evokes should really be applied to all other aspects of the privacy problem - though it is ironical that this point must be made in a special chapter.

The privacy of the title is quite widely interpreted. It ranges from the gathering of personal confidential information about an individual, through the matching and sharing of information in data banks, to its use to interfere physically in an individual's daily life. The victim is the individual; the aggressor is government, or detective, credit or news agencies acting on others' behalf. Little is said of commerce and industry as either victim or aggressor, perhaps because the invasion of individual privacy is more urgent and dramatic (books are read by individuals, not companies) or because government is a time-honoured target, and detective agencies and the news media ready ones. The book is mainly a collection of cautionary tales assembled in chapters to illustrate their several themes, and to emphasize the general thesis of the need for caution about an encroaching power whose intention may be originally benign, but whose methods and later dealings may have jesuitical justification. The examples are well chosen, and a rare economy is practised in their retelling. The style throughout is informal, with a constant overtone of proper indignation, reminiscent in its higher moments of Cicero defending



Roscius against the machinations of Sulla and his spies.

The book is readable, and it gives a very good sense of the English problems and apprehensions, but the discretion in citing cases and the absence of any real engagement with the general legal and socio-cultural issues make it more of a popular introduction than a reliable source book.

Very much the same conceptual ground is covered in Mervyn Jones' collection of readings, but the tone is more serious and the intention deliberately to offer detailed evidence set in context with analytical comment. The book is divided into four sections: the techniques of intrusion, the power of the state, exposed positions (where information may be made public), and remedies.

The extracts are selected mainly from British sources with NCCL and the Younger Report and its debate featured prominently. The introductory chapter and the prefatory comments to sections and particular extracts are incisive and serious. The general design is less journalistic than *The Invasion of Privacy* and much more consciously analytical. It is therefore less a book to be read through easily, and more one to study and draw on.

David Batty

ABOUT OUR REVIEWERS...

James B. Hartman, a frequent contributor to this section, is Consultant to the Royal Commission on Algoma University College... L.G. Moseley is Lecturer in Social Administration at the University College of Swansea... David Batty is Professor in the Graduate School of Library Science at McGill University.

Vacancies

ADMINISTRATION

UNIVERSITY OF ALBERTA Faculty of Business Administration and Commerce: Applications are being accepted for the position of Dean. The Faculty of Business Administration and Commerce is seeking an academic and administrative leader for the administration and academic work of the Faculty which consists of 65 full-time staff members and approximately 2000 undergraduate and 200 MBA students. Written nominations or applications for the position, accompanied by a resume of qualifications and experience, should be forwarded to: Dr. Myer Horowitz, Vice-President (Academic), University of Alberta, Edmonton, Alberta T6G 2J9.

DALHOUSIE UNIVERSITY (Administrative Post) Faculty of Health Professions: Applications are being accepted for the position of Dean. Requirements are doctoral qualifications with distinguished scholarly professional and administrative experience in the health professions. Duties include working with Directors of the Schools of Human Communication Disorders, Nursing, Physical Education, and Physiotherapy, and the College of Pharmacy in programme, staff and facility development; also representing the Faculty within the University and with development; also representing the Faculty within the University and with governmental and professional agencies. Appointment to commence July 1977. Applications should be sent to Professor W.A. MacKav, Vice-President, Dalhousie University, Halifax, Nova Scotia, B3H 4H6 Closing date December 1976.

ACCOUNTANCY

CONCORDIA UNIVERSITY, Department of Accountancy, is seeking faculty members for June 1977. Candidates should possess their Doctorate or be near completion of Doctoral requirements; some experience is desirable. The department stresses teaching excellence but a strong research interest and capability is expected. If you desire a challenging position in an exciting environment with unlimited opportunities, please send vita including names of references to Dr. Harvey Mann, Concordia University 7141 Sherbrooke Street W., CL 312, Montreal, Canada H4B 1R6.

UNIVERSITY OF WATERLOO Accounting Department: Applications are being accepted for the position of Assistant or Associate Professor of Accounting. Requirements include Ph.D. or M.B.A. with pertinent experience. Duties include teaching undergraduate courses and research. Salary for 1976-77 Minima: Assistant Professor \$15,700. Associate Professor \$20,400. Please send all inquiries to A.R. Olsen, Associate Chairman, Department of Economics, University of Waterloo, Waterloo, Ontario. Effective date of appointment is July 1, 1977.

ADMINISTRATIVE STUDIES

YORK UNIVERSITY (Atkinson College) Department of Administrative Studies: Applications are invited for the position of Lecturer or Assistant Professor. Preference will be given to candidates: qualified to teach in the areas of organizational behaviour, marketing or administration; with a strong interest in research in the above or related areas with a Ph.D. or equivalent, or who are engaged in a programme of study towards a Ph.D.; with practical experience in management and administration, and with experience in a North American University environment. Reply with full curriculum vitae and letters of reference by November 30, 1976 to: Professor K.J. Radford, Department of Administrative Studies, Atkinson College, York University, 4700 Keele Street, Downsview, Ontario, M3J 2R7.

AGRICULTURE AND FORESTRY

UNIVERSITY OF ALBERTA Faculty of Agriculture and Forestry (Department of Soil Science): Applications are invited for a position in the Department of Soil Science, University of Alberta, at the Assistant Professor level. Duties to commence July

1, 1977. Duties will include research, teaching and extension in the fields of remote sensing and applied soil and land classification. The applicant may also be expected to assist with the teaching of introductory courses. Details are available on request. A Ph. D. is required and additional experience is preferred. Particulars regarding appointments, removal allowances, salary schedule, academic benefits, pension plans, etc. are also available on request. Applications providing details of qualifications and experience, list of publications, personal information and the names of three referees, should be sent to: The Chairman, Department of Soil Science, 240 Agriculture Building The University of Alberta, Edmonton, Alberta, Canada, T6G 2E1.

ANTHROPOLOGY AND SOCIOLOGY

UNIVERSITY OF BRITISH COLUMBIA Department of Anthropology and Sociology Applications are invited for one possible appointment in Sociology and several appointments in Social or Cultural Anthropology as from July, 1977 at ranks which seem appropriate. Candidates for the anthropological posts should have and be willing to develop specialist concerns in some of the following preferred areas: Archaeology (Western Canada and the Arctic); Art, Anthropological linguistics, Folkloristic, Material culture, Myth, Structuralist approaches Northwest Coast or Oceania. Applications are also invited for visiting posts for 1977-78 only at the Instructor or Assistant level in Sociology and or Anthropology & Archaeology. While in all cases the Department retains the right to make those appointments which seems most commendable to it in view of its present strengths and weaknesses, preference will be given to Canadian citizens. Applicants of either sex have equal opportunity. Applications (to the Head, Department of Anthropology & Sociology, University of British Columbia, Vancouver, B.C. V6T 1W5 Canada) should include a full curriculum vitae and a clear statement concerning past and future academic interests.

UNIVERSITY OF LETHBRIDGE Department of Anthropology: There are three vacancies for assistant professor, Ph.D. in anthropology is required. Duties include teaching at the undergraduate level; ongoing research activity. Areas of instruction to be covered by the three appointees should include: Contemporary Canadian communities, types of society, anthropology of law, political anthropology race and ethnicity, peasant society, urban anthropology, psychological anthropology, kinship and marriage, cultural ecology, social change, economic anthropology, anthropology of religion, anthropological theory, and a range of ethnographic regions. Salary offered is minimum of \$15,495 in 1975-76; 1976-66 salary scale is still before the A.I.B. Send applications to Dr. Keith Parry, Chairman, Department of Anthropology, The University of Lethbridge, Lethbridge, Alberta T1K 3M4. Effective date of appointment is July 1, 1977. Closing date for receipt of applications is December 31, 1976.

ARCHITECTURE

UNIVERSITY OF WATERLOO Department of Architecture: Applications are being accepted for the position of Director. Salary is 1976-77 Minima. Please send inquiries to Peter C. Brother, Executive Assistant to the Dean, Office of Dean, Faculty of Environmental Studies, University of Waterloo, Waterloo, Ontario. Effective date of appointment is July 1, 1977. Closing date for receipt of applications is November 15, 1976.

ART AND DESIGN

UNIVERSITY OF ALBERTA Department of Art and Design: Applications are invited from both men and women for the following faculty position, effective July 1, 1977: A Senior position (Professor/Associate Professor) to teach undergraduate and graduate specialization in Industrial Design. Substantial academic and Industrial experience required. Send

Postes vacants

applications to Professor D. Haynes, Chairman, Department of Art and Design, 3-98 Fine Arts Building, University of Alberta, Edmonton, Alberta T6G 1C9.

BUSINESS

LAKEHEAD UNIVERSITY School of Business Administration: Applications are being accepted for Assistant or Associate Professor at the School of Business Administration. Requirements preferred are advanced degree in Business with specialization in courses and research related to Organizational Behaviour together with at least two years of experience in related activity. Duties include teaching courses to graduate and undergraduate students in Organizational Behaviour and Administrative Practices. Salary to commensurate with qualifications. Apply to Mr. Donald E. Ayre, Secretary of the University, Lakehead University, Thunder Bay, Ontario P7B 5E1. Effective date of appointment is when position is filled. Closing date is when position filled.

McMASTER UNIVERSITY Faculty of Business: Applications are invited for the position of Assistant Professor of Management Science. Candidates should have the doctorate completed and, preferably, should also have some teaching and research experience. Duties include graduate and undergraduate teaching and research. Applicants should provide a curriculum vitae, academic transcripts, and a brief description of teaching and research interests and names of references to Dr. A.Z. Szendrovits, Chairman, Production and Management Science Area, Faculty of Business, McMaster University, Hamilton Ontario, L8S 4M4.

McMASTER UNIVERSITY Faculty of Business: Applications are invited for the position of Assistant Professor of Management Information Systems. Candidates should have the doctorate completed or near completion. Duties include graduate and undergraduate teaching and research in management information systems. Applicants should provide a curriculum vitae, academic transcripts, a brief description of teaching and research interests and names of references to Dr. A.Z. Szendrovits, Chairman, Production and Management Science Area, Faculty of Business, McMaster University Hamilton, Ontario L8S 4M4.

McMASTER UNIVERSITY Faculty of Business: The Department of Business requires applicants for a position in accounting. Rank open. Ph. D. must be completed or near completion. Duties include teaching and research in accounting, in the

areas of Managerial, Controllershship, Systems and Finances. Salary will be appropriate for qualifications. Applications should be sent to W.J. Schlatter, Chairman of Accounting, Faculty of Business, McMaster University, Hamilton, Ontario, Canada. Closing date when position filled.

CHEMICAL ENGINEERING

UNIVERSITY OF SASKATCHEWAN Chemical Engineering: Applications are invited for a permanent appointment at the Assistant Professor Level in Chemical Engineering for undergraduate and graduate teaching and research in the area of applied mathematics and unit operations. The appointment is to be effective January 1, 1977. Salary scales are currently under negotiation. Resume and names should be sent to Dr. A.R. Knight, Professor and Head, Department of Chemistry & Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

CIVIL ENGINEERING

McGILL UNIVERSITY Department of Civil Engineering and Applied Mechanics: Applications are invited for an appointment in the Department of Civil Engineering and Applied Mechanics with the rank of Assistant Professor. Applicants should have interests in one of sanitary engineering, transportation or water resources engineering, and should have some experience in systems analysis. The successful candidate will be expected to teach at undergraduate and graduate levels, and to participate actively in research. Desirable qualifications include the Ph.D. degree and practical experience. Salary will depend upon qualifications and experience. A curriculum vitae, together with the names of three referees should be sent by January 15, 1977 to Dr. R. Redwood, Chairman Department of Civil Engineering, McGill University, P.O. Box 6070, Station A, Montreal, P.Q. H3C 3G1.

CLASSICS

UNIVERSITY OF CALGARY Department of Classics: Applications are invited for a limited term appointment of two years, at the Assistant Professor level (Associate Professor level is just possible, but much less likely), tenable July 1, 1977. Candidates should have a Ph. D., or equivalent, or be near to completion. The successful candidate should be a versatile classicist, able and willing to teach a variety of undergraduate courses in both classical languages and in the areas of civilisation and literature in translation. Wherever possible, evidence to teaching ability should be submitted. Salary floors are \$16,000.

BRANDON UNIVERSITY



PRESIDENT

Brandon University invites nominations and applications for the position of president. Brandon University had its beginning as a college in Western Manitoba in 1899, and received its charter in 1967, when it became a public supported institution. Currently there are 2,300 full and part-time students enrolled in faculties of arts, science, education, school of music and a number of special projects for native students. Term of office will commence 1 July 1977. Written applications or nominations will be received until December 1976 by W.C. Burgess, Chairman, Board of Governors, Room 119, Clark Hall, Brandon University, Brandon, Manitoba, R7A 6A9

630 (Assistant Prof.), \$20,475. (Associate). Candidates should send vita to Dr. B. Baldwin, Head of Department of Classics, University of Calgary, Calgary, Alberta, T2N 1N4, as soon as possible. Candidates are directed to contact three referees and request them to write on their behalf immediately, so as to expediate the procedures.

CURRICULUM AND INSTRUCTION

MEMORIAL UNIVERSITY OF NEWFOUNDLAND Department of Curriculum & Instruction The position involves developing a program in Native Education and teaching undergraduate courses in that area. Relevant experience desirable. Salary open. Applications should be sent to Dr. F. Riggs, Department of Curriculum & Instruction, Memorial University of Newfoundland, St. John's, Newfoundland. Effective date of appointment is when position is filled.

ECONOMICS

UNIVERSITY OF CALGARY Economics: Applications are invited for visiting appointment, 1977-78 academic year. Theory, quantitative methods, resource and regional economics are preferred fields but other specialties will be considered. Rank and salary open and competitive but Ph. D. and record of scholarship required. Please send Curriculum Vitae and names of three referees to Dr. D.A. Seastone, Professor and Head, Department of Economics The University of Calgary, Alberta T2N 1N4.

UNIVERSITY OF WATERLOO Economics Department: Applications are being accepted for the position of Full Professor. Requirements are a solid publication record and research on Canadian problems is an asset. Duties include teaching and research. Salary is competitive. Interested applicants should send details to: Dr. Robert R. Kerton, Chairman, Department of Economics, University of Waterloo, Waterloo, Ontario. Starting date is negotiable.

WILFRID LAURIER UNIVERSITY, Department of Economics: Rank and salary open and commensurate with qualifications. Ph. D. or near Ph.D. preferably with some teaching experience and publications. Duties include research interest and teaching at the undergraduate level. Applications with curriculum vitae and names of three referees should be sent to John A. Weir, Chairman, Department of Economics, Wilfrid Laurier University, Waterloo, Ontario.

EDUCATION

UNIVERSITY OF VICTORIA Faculty of Education. Applications are being accepted for a joint appointment - 1/3 in University Counselling Centre and 2/3 with rank in Counsellor Education Programme. Rank open. Applicants should have a doctoral degree and should be broadly competent in humanistic-behavioral counselling with demonstrated competence in teaching and ability to supervise graduate student research and practice in counselling. Preference will be given to candidates with established ability to publish. Duties include teaching undergraduate and graduate courses; supervise counselling practice, especially in schools; provide counselling in Counselling Centre. Those interested should send full curriculum vitae and names of three referees to Dr. J. McLeish, Chairman Division of Psychological Foundations, University of Victoria, Victoria, B.C. V8W 2Y2. Effective date of appointment is July 1, 1977 or September 1, 1977. Closing date for applications is December 15, 1976.

UNIVERSITY OF VICTORIA Faculty of Education: Applications are being accepted for Instructors in Counsellor Education. Requirements are a Doctoral degree. Candidates should be broadly competent in humanistic behavioral counselling with demonstrated competence in teaching and ability to supervise graduate student research and practice in counselling. Preference will be given to candidates with established ability to publish. Rank open. Duties include teaching undergraduate and graduate courses; supervise counselling practice, especially in schools. Those interested, please forward full curriculum vitae and names of three referees to: Dr. J. McLeish, Chairman, Division of Psychological Foundations, University of Victoria, Victoria, B.C. V8W 2Y2. Effective date of appointment is January 1, 1977 or July 1, 1977. Closing date for receipt of applications is December 15, 1976.

University of Victoria, Victoria, B.C. V8W 2Y2. Effective date of appointment is January 1, 1977 or July 1, 1977. Closing date for receipt of applications is December 15, 1976.

ELECTRICAL ENGINEERING

MCGILL UNIVERSITY Department of Electrical Engineering: The department will appoint two new Faculty members in 1976. Interested candidates with at least five years' experience in Digital Communications are invited to apply for a senior appointment in Communications. An appointment will also be made at junior level in the area of Digital Systems and Software Engineering. Applications, including names of three referees, should be sent to: P. Silvester, Chairman Department of Electrical Engineering, McGill University, P.O. Box 6070, Station A Montreal, Quebec, H3C 3G1, Canada.

QUEEN'S UNIVERSITY Department of Electrical Engineering, Assistant or Associate Professor. Doctorate or equivalent qualification in Electrical Engineering required. Applicants should have expertise in the area of solid-state circuits, especially digital circuits and systems. Demonstrated ability to work in a laboratory and hardware environment desirable, as well as experience in teaching and research. Industrial experience and Professional Engineer status advantageous. Duties will include undergraduate and graduate teaching, research compatible with departmental program, graduate student supervision and participation in departmental academic and administrative affairs. Salary dependent upon qualifications. Submit detailed curriculum vitae, with letter and names of three referees, to C.H.R. Campbell, Head, Department of Electrical Engineering, Queen's University, Kingston, Ontario K7L 3N6. Appointment to be made in 1977.

UNIVERSITY OF TORONTO Electrical Engineering: An assistant or associate professor required not later than July 1, 1977, being a possibility. The position will involve undergraduate and graduate teaching, and research. Supervision of graduate work and research will be mainly in the area of control or systems engineering with emphasis on the interface of this specialty area with other specialties within the Department, the University and Industry in general. Demonstrated research competence in identification and stochastic control techniques is required. Preference will be given to candidates with doctorate degree who have had engineering experience. Applications with curriculum vitae should be addressed to: Professor K.C. Smith, Chairman, Department of Electrical Engineering, University of Toronto, Toronto, Ontario, M5S 1A4, Canada.

ENGLISH

UNIVERSITY OF SASKATCHEWAN Department of English: Invites applications for an assistant professorship (probationary). Qualifications are Ph.D. or equivalent with specialization in Canadian Literature. Salary range for 1975-76 begins at \$14,863 and will be higher for 1976-77. Removal allowance \$1,500. Apply to: H. Berry, Chairman, Department of English, University of Saskatchewan Saskatoon, Saskatchewan.

GERMANIC STUDIES

UNIVERSITY OF WINDSOR Department of Germanic and Slavic Studies: Applications are invited for a full-time appointment in German with special competence in 20th century and a strong interest in language teaching at all levels. Ph.D. preferred, with teaching experience. Position is available July 1, 1977. Closing date for applications is January 31, 1977. Address applications with curriculum vitae and names and addresses of three referees to: Professor C.M. Taylor, Head, Department of Germanic and Slavic Studies, University of Windsor, Windsor Ontario N9B 3P4.

HISTORY

UNIVERSITY OF GUELPH Department of History: Applications are invited for a full-time position in Nineteenth or Twentieth Century Canadian History (preferably at the Senior Level). Minimum requirement, a Doctoral degree (or equivalent), teaching experience and some publications. Salary according to qualifications and experience. Closing

date: December 31, 1976. Applications should be addressed to Professor J.G. Snell, Department of History, University of Guelph, Guelph, Ontario, N1G 2W1.

HOME ECONOMICS

UNIVERSITY OF ALBERTA Faculty of Home Economics: Applications are being accepted for Assistant or Associate Professor, Consumer Studies, Ph.D. preferred. Duties include undergraduate instruction in consumer and management studies. Supervision of graduate students. Interest in developing the area of study within the Faculty essential. Current salaries are 1976-77 floors: Assistant \$16,587, Associate \$21,543. Position available July 1st or September 1, 1977. Applications must be received by February 28, 1977. Send applications to Wesley J. Adams, Ph. D. Acting Chairperson, Family Studies Division, Faculty of Home Economics, University of Alberta, Edmonton, Alberta T6G 2E2. University of Alberta is an Equal Opportunity Employer.

UNIVERSITY OF ALBERTA Faculty of Home Economics (division of Family Studies): Applications are being accepted for the position of Assistant or Associate Professor, Consumer Studies. Those with Ph.D. preferred. Duties include undergraduate instruction in consumer and management studies Supervision of graduate students. Interest in developing the area of study within the Faculty essential. Current Salaries for the 1976-77 floor are Assistant - \$16,587.00 and Associate \$21,543.00. The position is available July 1 or September 1, 1977. Deadline for applications is February 28, 1977. Send applications to Wesley J. Adams, Ph. D. Acting Chairperson, Family Studies Division, Faculty of Home Economics, University of Alberta, Edmonton, Alberta, T6G 2E2 (University of Alberta is an Equal Opportunity Employer).

UNIVERSITY OF WINDSOR Department of Home Economics: Applications are being accepted for Lecturer or Assistant Professor. Requirements are Master's, Ph.D. preferred. Duties include teaching and research in undergraduate courses in Family Relations and Consumer Problems. Salary to commensurate with qualifications and experience. Applicants should send inquiries to Acting Head, Department of Home Economics, University of Windsor, Ontario N9B 3P4 Effective date of appointment is July 1, 1977. Closing date for receipt of applications is when the position is filled.

KINESIOLOGY

UNIVERSITY OF WATERLOO Department of Kinesiology: Applications are being accepted for position of Associate or Full Professor in Sport Psychology/Social Psychology of Physical Activity. Qualifications include Ph.D. in Sport Psychology or Social Psychology. Evidence of sustained research productivity at a high level of quality. Experience in graduate level teaching and directing graduate research. Duties include teaching in area of specialization at undergraduate (B.Sc.) or graduate level (M.Sc. and Ph.D.) in Kinesiology. Salary offered is Associate Professor (minimum) \$20,600; Full Professor (minimum) \$27,000. Salary and rank commensurate with amount and quality of experience. Those interested should send applications to Dr. Ronald G. Martiniuk, Chairman, Department of Kinesiology, University of Waterloo, Waterloo, Ontario. Effective date of appointment is July 1, 1977. Closing date for receipt of applications is December 31, 1976.

LAW

UNIVERSITY OF CALGARY Faculty of Law: Applications are invited for positions at the Full Professor, Associate Professor, and Assistant Professor ranks in the Faculty of Law which opened in September, 1976. Faculty members will be engaged in teaching first and second year courses and involved in developing an innovative curriculum. A Graduate Degree in Law and/or professional qualifications are required. Experience in university Law teaching an asset. Inquiries should be addressed to Dean J.P.S. McLaren, Faculty of Law, University of Calgary, 2920-24th Avenue N.W., Calgary, Alberta T2N 1N4.

LIBRARY SCIENCE

UNIVERSITY OF NEW BRUNSWICK Head of Reference Department: Ad-

ministers the services and directs the staff of a sixteen member general reference department. Applicant should have accredited library science degree; experience in reference and related aspects of library service. Applicant should supply evidence of administrative and interpersonal skills and state own concept of a Reference Department. Appointment at Librarian III level. Salary \$14,560. - \$21,549.00. Apply with full resume and list of references by November 1, 1976 to: Dr. Gertrude E. Gunn, University Librarian, University of New Brunswick, Fredericton, New Brunswick.

UNIVERSITY OF TORONTO Faculty of Library Science. Applications are being accepted for the position of Assistant or Associate Professor of Library Science, effective January 1, 1977, or July 1, 1977. Competency required in one or more of the following areas: management and evaluation of library services advanced reference services; public library services and systems literature of the social sciences or of science. Ph.D. or comparable academic or professional qualifications in library science or related disciplines required. Canadian experience preferred. Rank and salary dependent on qualifications and experience. Applications should be sent to the Dean, Faculty of Library Science, University of Toronto, 140 St. George Street, Toronto, Ontario M5S 1A1.

LIBRARIAN

UNIVERSITY OF NEW BRUNSWICK Collections Librarian: Consults with faculty in selecting materials in the sciences and applied sciences. Assists in producing and monitoring policies for the development and rationalization of the collections. Should have accredited library science degree; science degree and/or education and experience in the literature of the sciences. Appointment at Librarian I level Salary \$10,400, \$13,250, or II \$12,480. - \$16,848.00. Apply with full resume and list of references by November 1, 1976 to Dr. Gertrude E. Gunn, University Librarian, University of New Brunswick, Fredericton, New Brunswick.

LITERATURE

CARLETON UNIVERSITY Committee on Comparative Literature: A vacancy exists for an outstanding person in a senior position within the rank of Professor with duties commencing in the fall of 1977. Carleton has a M.A. program centered on a core of courses in theory of literature. The successful candidate will be expected to participate in the expansion of the program at other levels of instruction and research. The position is seen as a continuing one, and the salary negotiable. Applications should be sent to C.A. Marsden, Chairman, Committee on Comparative Literature, Carleton University, Ottawa, Ontario. K1S 5B6.

MARKETING ANALYSIS

UNIVERSITY OF ALBERTA Department of Marketing and Economic Analysis Applications are being accepted for position of Professor and Chairperson, Faculty of Business Administration and Commerce. Requirements are Ph.D. in business administration or economics with emphasis on marketing and/or applied economics. A strong academic teaching and research record is required. Duties include teaching in graduate and/or undergraduate programmes, and normal departmental administrative responsibilities. Salary is commensurate with qualifications. Floor of the Full professor rank is expected to be approximately \$28,300 for the 1976-77 academic year. Correspondence should be sent to Dr. Roger S. Smith, Acting Dean and Chairman, selection committee, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta, T6G 2G1. Appointment effective July 1, 1977. Applications accepted until a suitable candidate is found.

MATHEMATICS

McMASTER UNIVERSITY Department of Mathematics: Applications are invited for a potential position in Statistics, effective July 1, 1977. The appointment depends on budgetary approval, and possibly may be joint with Applied Mathematics. Rank is dependent on Qualifications and experience. Applicants should hold a Ph.D. and should preferably have some teaching experience. The successful applicant will

be expected to teach at undergraduate and graduate levels and to engage in research. Salary minima for the three ranks are \$15,500, \$20,000, \$25,400 in 1976-77. Applications with curriculum vitae and names of three referees should be sent to: Dr. C.R. Riehm, Chairman, Department of Mathematics, McMaster University, 1280 Main Street, W., Hamilton, Ontario, Canada L8S 4K1.

MECHANICAL ENGINEERING

UNIVERSITY OF NEW BRUNSWICK Department of Mechanical Engineering: Applications are being accepted for Assistant Professor. Candidates should have a Ph.D. or equivalent and be eligible for registration with the Association of Professional Engineers of New Brunswick. He will be required to teach in the area of Applied Mechanics, Machine Design and Kinematics at the undergraduate and graduate level. Salary Floor, 1976, \$14,560. Please reply giving details of experience, curriculum vitae, and the names and addresses of 3 referees by November 30, 1976 to Dr. J.E.S. Venart, Professor and Chairman, Department of Mechanical Engineering, University of New Brunswick, P.O. Box 4400, Fredericton, N.B. E3B 5A3. Date of appointment January 1, 1977.

NEUROSCIENCES

HEALTH SCIENCES CENTRE Electroencephalography and Electromyography: Applicants are invited for posts in the Clinical Neurophysiological component of a neurosciences program at the University of Manitoba and the Health Sciences Centre, Winnipeg. Applicants will have appointments in the Department of Medicine at the University and the Hospital, and will participate in the clinical and teaching programs of the Section of Neurology and/or Physical Medicine. Applicants should have expertise in the fields of electroencephalography of electromyography, or both, and will be expected to develop teaching and research programs in their areas of expertise. The incumbents will be expected to spend approximately half-time in the supervision, and the education of support staff in both of these areas, and the quality control and interpretation of the tests. University rank and annual income will be commensurate with the qualifications of the successful applicants. Applications should be sent to: Dr. R.M. Cherniack, Physician in Chief, Health Sciences Centre, 700 William Avenue, Winnipeg, Manitoba. R3E 0Z3.

PHYSICS

UNIVERSITY OF MANITOBA Solid State Theory (Postdoctoral Fellowship): A Postdoctoral Fellowship is available in the Department of Physics at the University of Manitoba for a person to work with Dr. P.D. Loly on problems in Solid State Theory. Preferred starting date is January 1st, 1977 and interested persons should send their curriculum vitae and a description of research experience as soon as possible to: Dr. P.D. Loly, Department of Physics, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

PHYSIOLOGY

McGILL UNIVERSITY Department of Physiology: Cell Membrane Biologist. Applications for an appointment at the rank of Assistant Professor are invited for individuals with post-doctoral experience in the study of cell-surface receptors at the molecular level. Duties include teaching receptor mechanisms to Honours Physiology, Immunology, and Neurophysiology students. Send applications with curriculum vitae and names of three referees to: Dr. J. Milic-Emili, Chairman, Department of Physiology, McGill University, 3655 Drummond Street, Montreal, Canada H3G 1Y6.

POLITICAL SCIENCE

DALHOUSIE UNIVERSITY Department of Political Science. Applications are invited for the position of Assistant Professor in political philosophy. This vacancy is a result of a full-time member leaving for another university and would normally be a "regular" appointment. However, in these unusual times both the appointment and its duration (one, two or three years) remain subjects of serious negotiation between the Department and the Administration. If the Department is successful (and we obviously hope to be)

the appointment will begin, d.v., July, 1977 with salary negotiable depending on background and experience. Please send curriculum vitae and names of three references to D.H. Poel, Chairman, Department of Political Science, Dalhousie University, Halifax, Nova Scotia, B3H 4H6.

PUBLIC ADMINISTRATION

UNIVERSITY OF VICTORIA School of Public Administration: The school of Public Administration at the University of Victoria expects to appoint a senior faculty member effective July 1st, 1977. The candidate will be expected to have had significant practitioner and teaching experience and to have demonstrated a professional interest in the application of economic analysis to contemporary Canadian problems in the public sector. Qualified persons are invited to send their curricula vitae to Dr. J.M. Dewey, Dean of Academic Affairs, University of Victoria, Victoria, B.C. V8W 2Y2.

RELIGION

CARLETON UNIVERSITY Department of Religion: Applications are being accepted for Assistant Professor in the Department of Religion. Duties will include teaching courses at the undergraduate and graduate level in Islamic Studies, and an introductory undergraduate course in World Religions. Requirements are Ph.D. either awarded or close to completion preferred. The salary will be on the scale for an Assistant Professor (the floor is currently \$14,500.00). Enquiries should be addressed to S.G. Wilson, Chairman, Religion Department, Carleton University, Ottawa, Ontario. K1S 5B6. The closing date for applications is January 1, 1977. Effective date of appointment July 1, 1977.

SOCIAL WORK

McGILL UNIVERSITY School of Social Work: Applications are being accepted for Assistant, Associate Professor. Qualifications preferred are Doctorate with clinical teaching experience, research and/or clinical experience in child welfare or corrections or gerontology. Duties include teaching BSW/MSW courses in practice methodology. Salary dependent upon qualifications. Starting date January 1977 or September 1977. Interest applicants should contact Myer Katz, Director, School of Social Work, McGill University, 3506 University Street, Montreal, Quebec.

SOCIOLOGY

UNIVERSITY OF VICTORIA Department of Sociology: The Department of Sociology of the University of Victoria has been authorized to fill two positions at the Assistant Professor level. There is also the possibility of a seasonal lecturer position. Ph. D. is required for candidates at the Assistant Professor level. Preference will be given to candidates with Canadian training and/or experience. All areas of specialization are of interest. Applications should be sent to: The Chairman, Department of Sociology, University of Victoria, P.O. Box 1700, Victoria, B.C. Canada, V8W 2Y2.

SYSTEMS ANALYSIS

UNIVERSITY OF GUELPH Systems Analyst: Applications are being accepted for systems analyst for the Systems and Data Processing Division of the Library. Responsibility for the development and maintenance of several major systems. Must have a thorough knowledge of high level programming languages. Experience with mini-computers desirable. Salary to be commensurate with experience. Position to be filled December, 1, 1976, or other date by agreement. Applications should be addressed to Miss M.D. Cameron, Assistant Librarian for Personnel, The Library, University of Guelph, Guelph, Ontario, N1G 2W1.

VETERINARY MEDICINE

UNIVERSITY OF GUELPH Department of Veterinary Microbiology and Immunology: Position of Associate Professor. Requirements are D.V.M. with Ph.D. in Medical Bacteriology, teaching experience in veterinary bacteriology and mycology at undergraduate and graduate level. Research in infectious diseases of animals. Duties include teaching of undergraduate and graduate courses in veterinary and medical bacteriology and mycology. Supervise M.Sc. and Ph.D. students. Conduct research in mycoplasma infections of animals and general microbial diseases of birds. Some responsibility in diagnostic ba-

teriology. Salary is negotiable. Persons interested should send application to Dr.D.A. Barnum, Chairman, Department of Veterinary Microbiology and Immunology, Ontario Veterinary College, University of Guelph, Guelph, Ontario, N1G 2W1. Effective date of employment is January 1, 1977. Closing date for applications is December 30th, 1976.

UNIVERSITY OF GUELPH Department of Clinical Studies: A number of residencies have been established in the Department of Clinical Studies. Positions are available in Small Animal Medicine and Surgery, Large Animal Medicine and Surgery, Reproduction, Ambulatory Clinic, Anesthesiology, and Radiology and Ophthalmology. Applicants should have at least one year of practical experience as the primary function of the Resident will be to oversee the Interns and to participate in clinical teaching at the undergraduate level. The applicant must be eligible for a license to practice Veterinary Medicine in the Province of Ontario. Enquiries regarding these positions can be made to Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.

UNIVERSITY OF GUELPH Department of Clinical Studies: The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph requires a resident in the area of Large Animal Medicine. Previous teaching experience and an advanced degree, diploma or board certification would be desirable. Applicants must be licensed or present eligibility for licensing to practice veterinary medicine in Ontario. Salary will be commensurate with training and experience. Selection of the successful candidate will be made on recommendation of a selection committee. Enquiries concerning this position should be made to: Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.

UNIVERSITY OF GUELPH Department of Clinical Studies (Ontario Veterinary College) Applications are being accepted for position of Assistant Professor with an

advanced degree in Theriogenology. The main duties are the teaching of all aspects of animal reproduction at the undergraduate and graduate level. Applicants should have teaching experience and must be licensed or present eligibility for licensing to practise veterinary medicine in Ontario. Salary will be commensurate with training and experience. Enquiries concerning this position (available September 1, 1976) should be made to Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada. Selection of the successful applicant will be made on recommendation of a selection committee.

UNIVERSITY OF GUELPH Department of Clinical Studies Ontario Veterinary College. The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph requires an Assistant Professor in the area of Radiology as of September 1, 1976. The main duties of the applicant will be to teach radiology at the undergraduate and graduate level and to participate as a clinician in the Veterinary Teaching Hospital. The applicant must be eligible for licensure in the Province of Ontario. Advanced degree, teaching experience and Board certification or eligibility for Board certification would be desirable. Salary will be commensurate with experience and qualifications. Enquiries regarding the position can be made to Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario Canada. Selection of the successful applicant will be made on recommendation of a selection committee.

FACULTY EXCHANGE

FACULTY EXCHANGE CENTER: Founded and administered by faculty members, helps to arrange exchanges of college and university faculty within North America and overseas where the language of instruction is English. For information write to Faculty Exchange Center, Franklin and Marshall College, P.O. Box 1091, Lancaster, Pa., 17604 U.S.A.

SAINT MARY'S UNIVERSITY

invites applications and
nominations for the position of

DEAN

OF THE FACULTY OF ARTS

Appointment effective July 1, 1977; closing date for applications: December 1, 1976.

Saint Mary's is a co-educational, residential, public university with a 12-month enrolment in excess of 5,700 students. Programs are offered at the Bachelor's and Master's levels.

Applications (with curriculum vitae and the names of three referees), nominations or enquiries should be sent to:

Dr. J.B. Owen, Chairman
Search Committee, Dean of Arts
Saint Mary's University
Halifax, Nova Scotia B3H 3C3

Commentary

Education examined: An "A" for Effort

Norman L. Nicholson

With the great expansion in Education in Canada after World War II came a spate of reports examining the state of some phase or another of the field. Since 1945 there have been more than twenty provincial commissions of enquiry in education (at least one in each province) and equally as many other reports by various non-governmental organizations. But at no time had the situations in all the provinces and territories and at all levels of education come under the scrutiny of an outside "official" body until the Organisation of Economic Cooperation and Development (OECD) undertook such an examination in 1975.*

There is always an advantage in having the state of affairs in one country examined by a group of authorities from other countries. Such a group is able to articulate matters which are seldom if ever openly written about in the country under review. The examiners of OECD (two politicians and three professors) have taken full advantage of this to discuss the main policy problems and opportunities for education in Canada as they see them. In doing so they have expressed themselves frankly and in forthright language. One other interesting aspect of the report is that it includes the record of a "confrontation" meeting held in Paris when a delegation from Canada was able to discuss problem areas identified by the examiners with the examiners and members of the OECD Education Committee. This is a rare record. For although the composition of the group from Canada was not entirely "representative" or "balanced" (of the 19 members, six were federal civil servants, two were Ministers of Education and there were no representatives from Nova Scotia or Prince Edward Island) this is the first time that the views of a number of senior government officials concerned with Education have been made a matter of wide public record.

The way in which this examination of Education in Canada was conducted is significant because it indicates the manner in which the examiners believe Canada should evolve its educational affairs in the future. That is to say, there should be greater input into educational decisions by teachers and their organizations (despite the fact that they are sometimes more concerned with their own economic welfare than with specifically educational interests), by parent and trustee groups and by pupils and students, ("the final consumers"). There should also be wider disclosure of the deliberations leading to decisions. This led the examiners to believe that education in Canada should be more "politicised". While "study of the rather meagre provincial Parliamentary debates on education reveals little evidence of political controversy" such controversy, none the less, exists. The controversies are, moreover, discussed. The fact that many Faculties of Education offer at least one course on the Politics of Education indicates that there is an awareness that the political element is important in understanding what goes on in education, why it occurs and what results are produced. But the awareness is not as widespread as it could be. What takes place in the political arena should be more publicly known. The examiners' criticisms in this respect run all the way from the "evident inability or unwillingness" of the Council of Ministers of Education "to act in a more public manner" to the "revived tendency towards secrecy of university administration" alleged by university students.

If such openness is combined with greater efforts at governmental collaboration the examiners believe that those responsible for educational policy will be able to place future long-term

development on a firmer goal-oriented footing and thus give the public "a clear understanding of the social goals of real importance." This they regard as crucial in order to avoid the "risk of being pushed to the side in the general political competition for resources."

Increased governmental collaboration means reducing any fractionalisation which may result from each province having its own educational policy and improving coordination between departments of the federal civil service concerned with information, manpower, Indian and Inuit affairs and research. It also means "greatly improved mechanisms...for federal-provincial discussion and cooperation on a multilateral basis"—a view that was vigorously challenged by one of the Canadian delegates who claimed "that there is, if anything, altogether too much federal-provincial contact" and that "the federal government in general, and the provinces must surpass the United Nations itself in the number of committees and commissions." Related to the question of government intrusion into education is the finding that "some provincial authorities go too far in their attempts to control institutional decisions." Clearly what is needed is less bureaucracy and more democracy in educational affairs.

On the other hand the federal government began to participate in education no later than 1874 and within fifty years it had entered areas which have a bearing on almost every phase of tertiary education. Even in the primary and secondary systems, the OECD examiners identified several areas as being of national responsibility (but not necessarily the sole responsibility of the federal government). Among them are concerns with the special problems of specific minority groups—the handicapped, the Indians, Metis and Innuits, the highly talented and gifted, and linguistic and cultural minorities. In particular, they stress the politics of bilingualism (and devote a special appendix to their views on the subject) for they regard the issues of bilingualism and biculturalism as "central problems for the very existence of a Canadian nation, as well as for the development of a Canadian national identity." Thus a second reason for greater "politicisation" is proffered—cultural and national consciousness depend on it. This may be true in the broadest sense but what little research has been done on the subject in Canada indicates that school teachers, parents, newspapers and magazines combined have far less effect on the political orientation or national consciousness of school children than radio and television. No consideration seems to have been given to these media as educational-political instruments or to the strong control exercised over them by federal authorities.

The lack of indigenous educational research is discussed however, and there seemed to be general agreement with the statement of a Canadian delegate that "educational research is unevenly funded across the country, and probably it is underfunded in most provinces." However, research in Education like research in any other field depends heavily on the universities and especially their graduate programs. Limitations on graduate work in Education simply force educators to turn elsewhere for graduate work or for the results of research. For example, only two universities at the most in the whole of Canada offer a graduate program concerned with the field of tertiary education as a whole. Professor Noah, the only OECD examiner from the U.S.A., recognized undue reliance in Canada on educational research carried out in that country. He may have had in mind the fact

that several U.S. universities offer graduate programs in Education in Canada in order to try to satisfy the needs which are not met by Canadian institutions.* Part of the problem lies with the universities themselves in their insistence upon "primarily serving a 'national' and even global function"—an aim which the examiners find "doubtful." Some universities are more concerned with their reputation in a particular university in another country than with their reputation among the people whose taxes support them; many take pains to preserve a strong "hierarchical division" between themselves and the community colleges. In part the lack of educational research undoubtedly lies with the problems of funding research generally. "Most universities seem to hope for federal support in their fight to avoid being submerged by commitments to local (or even provincial) concerns." Not unrelated to the scramble for research funds is the concept of the development of "centres of excellence", a concept promulgated in several recent Canadian reports on university research. But this too lost Canada several percentage points. "The price of so-called excellence in a few institutions at the expense of institutions catering for the great mass of students at the undergraduate level is far too high to pay for a very dubious gain claimed the examiners. Thus they had "doubts about the validity of prevailing notions that the emergence of a few prestige institutions is in the national interest."

Yet the report recognizes the organizational, administrative and staffing development of education in Canada as "a second great Canadian pioneering achievement" and thus, in the eyes of the OECD, Canada clearly rates much more than a passing grade on this examination. But the examiners are by no means sure that this equips the candidate to cope with the future of its educational systems. The teachers' apple is pronounced sound, but perhaps it is time to develop a different apple.

*As reported in *The Times Higher Education Supplement*, July 9, 1976.

*Reviews of National Policies for Education, Canada. Paris. Organisation for Economic Cooperation and Development, 1976.

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